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IDENTIFIERS	Indicators; *Missouri; Print Awareness; Symbolic Representation

ABSTRACT

This document is comprised of five publications of the early childhood section of the Missouri Department of Elementary and Secondary Education: (1) prekindergarten literacy standards; (2) a teacher's guide to prekindergarten literacy standards; (3) a parent handbook regarding early literacy; (4) a Spanish-language version of the parent handbook; and (5) a Bosnian-language [Serbo-Croatian] version of the parent handbook. The standards, developed by a broad-based group of individuals representing the multi-faceted Missouri early childhood community, provide descriptions of what most children should know and be able to do by kindergarten entry and represent shared expectations for preschoolers in early literacy. The standards publication delineates the Missouri prekindergarten guiding principles and presents process standards, indicators of competency development, and examples of behaviors children may exhibit in the following areas: (1) symbolic development; (2) spoken/expressive language; (3) listening/receptive language; (4) written language; (5) knowledge of print and books; and (6) phonological awareness. The teacher's guide provides an explanation of the standards and offers practical suggestions for creating engaging, developmentally appropriate learning communities in which each child's literacy development is fostered. Also included in the guide are

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suggestions for involving families and a 42-item resource list of books, websites, magazines, newsletters, and brochures. The parent handbook introduces the standards, provides information on how a child may exhibit progress toward a particular standard or goal, and offers suggestions for parental support of children's literacy development. The handbook closes with lists of reading tips, literacy websites, suggested books for children, and additional resources for parents. (KB)

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Missouri Pre-K Literacy Standards, Early Literacy Teacher's Guide, [and] Early Literacy Parent Handbook.

Missouri Department of Elementary and Secondary Education
Early Childhood Section

February 2002

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Missouri Pre-K Literacy Standards

Missouri Department of Elementary and Secondary Education • Early Childhood Section

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Introduction

The standards are broad descriptions of what most children should know and be able to do by the time they enter kindergarten. They are not a curriculum but a framework for communicating a shared set of expectations for preschool children in the field of literacy.

We realize some children will far exceed these standards; others will not enter kindergarten with the knowledge and experiences suggested in this document. Just as we recognize that different people bring different things to our society, we also recognize that variability in children is normal. The standards are not intended to be used to determine whether a child "is ready" to enter kindergarten. The standards are, however, goals for adults to use in supporting the literacy development of preschool children. Available evidence indicates that the standards are appropriate for most children.

The standards were developed by a broad-based group of individuals whose backgrounds are representative of many facets of the early childhood community in Missouri. The standards are intended to be used in a variety of early childhood settings by a variety of people–parents, parent educators, child care providers, Head Start and public/private school teachers, etc. They are consistent with current research and recommendations from other state and national initiatives.

It is our hope that the ultimate benefactors of this work will be our children, resulting in all children entering school ready to succeed.

Missouri Pre-K Guiding Principles

1. All children actively seek to comprehend the world in which they live. Given the opportunity to make choices concerning their activities they acquire knowledge, skills and the ability to solve problems.

2. Children construct knowledge and values through interactions with peers, parents, other adults, and active exploration of the physical and social environment.

3. Young children's thinking contains predictable errors.

4. Early learning and areas of development interact and influence each other.

5. Families (parents) are the child's first and most important teacher(s).

6. Children exhibit individual differences in their development of competencies.

Missouri Pre-K Literacy Standards

Content Component	Process Standards
Symbolic Development	Represents feelings and ideas in a variety of ways.
Spoken/Expressive Language	Uses language to communicate ideas, feelings, questions or to solve problems.
Listening/Receptive Language	Listens for different purposes.
Written Language	Uses writing as a means of expression/communication.
Knowledge of Print and Books	Applies early reading skills.
Sounds of Language (Phonological Awareness)	Attends to sounds in language.

Process Standards ..... Competencies in the process of literacy development.

Indicators ..... Milestones toward the development of competencies.

Examples ..... Observable behaviors children may exhibit in their literacy development.

Guiding Principles ..... Principles of child development that guide Missouri early childhood practices.

Symbolic Development

Represents feelings and ideas in a variety of ways.

Indicator	Examples
1. Represents feelings and ideas through pretend play.	The child • pretends to be a firefighter, doctor, mother, father, etc. • cooperates during play with others (e.g. children work together to build a castle with blocks). • creates play themes with others (e.g. "I'll be the mommy, you are the baby and we will go shopping."). • attaches emotion to pretend play.
2. Represents feelings and ideas through movement.	The child • pretends to move, run, jump, crawl, hop, skate, etc. like an elephant, airplane, dancer, bird, etc. • expresses his/her feelings through movement (e.g. jumps with excitement, stomping feet in frustration).
3. Represents feelings and ideas through music.	The child • responds to different kinds of music (e.g. marches to music, relaxes to soft music). • joins in singing favorite songs, saying rhymes, finger plays, etc. • creates music and songs (e.g. changes words to familiar tune, plays pretend instruments).
4. Represents feelings and ideas through art and construction.	The child • draws or paints pictures and tells others about his/her pictures. • builds with blocks, Lego's, tinker toys, etc. and says, "I made a castle." • responds to others when asked to tell about a construction or a drawing.

Spoken/Expressive Language

Uses language to communicate ideas, feelings, questions, or to solve problems.

Indicator	Examples
1. Communicates in home language and is understood by others.	The child • uses English, Spanish, sign or other native language for a variety of purposes. • communicates personal needs, preferences and feelings with language.
2. Uses language to pretend or create.	The child • pretends with words or actions to be a story/television character. • makes up rhymes or songs. • tells real or make believe stories.
3. Initiates and responds appropriately in conversation and discussions with adults and children.	The child • asks and answers questions for information or to solve problems. • responds to how others feel and expresses concern. • shares information and gives directions especially during play. • engages in turn-taking conversations. • asks why, what, when, where questions.
4. Uses complete sentences of varying length.	The child • uses descriptive language (e.g. color words, sizes, shapes). • experiments with and acquires new vocabulary.

Listening/Receptive Language

Listens for different purposes.

Indicator	Examples
1. Follows simple directions.	The child • can follow 2 step directions, "Put away your crayons and go to the door." • can follow 3 step directions, "Pick up your toys, brush your teeth, and put on your green shirt."
2. Listens responsively to books and stories	The child • responds to books and stories with facial and body gestures (smiling, laughing, etc.). • responds verbally to the story or text.
3. Listens to and engages in conversations with others.	The child • responds appropriately to the words of another in an exchange of ideas, comments, or questions.
4. Responds to questions.	The child • can answer simple questions (e.g. What would you do if you fell off your bike and hurt your knee?).

Written Language

Uses writing as a means of expression/communication.

Indicator	Examples
1. Experiments with writing tools and materials.	The child • shows beginning control of writing, drawing and art tools (e.g. uses a paint brush, pencil or marker with a functional grasp, uses dry-erase markers or chalk on board, uses tools for play-dough).
2. Uses scribbles, shapes, pictures and letters to write.	The child • scribbles letter-like symbols and some letters in writing. • writes something and then asks someone else to read it. • attempts to write for a variety of purposes (e.g. lists, messages, stories). • writes as a part of play (e.g. child says, "This is my grocery list.").
3. Tells others about intended meaning of drawings and writings.	The child • uses writing to communicate ideas and information. • says to a friend, during pretend play, " I am giving you a ticket, you are going too fast." • uses symbols or drawings to express thoughts, feelings and ideas. Child may draw or "write" about an experience.
4. Uses a variety of resources to facilitate writing.	The child • may ask others for help in writing. • attempts to copy letters or words from the environment (e.g. cereal box, names, public signs, logos, books, etc.).

Knowledge of Print and Books

Applies early reading skills.

Indicator	Examples
1. Shows interest in reading and books.	The child • recognizes and frequently requests favorite book(s). • chooses to "read" or look at books. • responds to and talks about the pictures in books.
2. Exhibits book-handling skills.	The child • holds a book upright and turns pages in the book, front to back. • begins to scan pages from top to bottom and left to right. • knows a book is for "reading."
3. Pretends to read easy or predictable books or tries to read along during his/her favorite part of story.	The child • joins in with predictable phrases (e.g. "Run, run, as fast as you can. You can't catch me. I'm the Gingerbread Man"). • uses pictures and/or context to construct meaning. • may "read" beginning books, wordless books, familiar rhyming books, and/or predictable books by recreating the story from memory and/or picture cues.
4. Responds to text.	The child • identifies known objects in illustrations. • talks about or expresses emotion in reaction to text. • makes predictions and may use the pictures as a guide (e.g. "I bet he is going to fall."). • uses the voice of a character (e.g. "Reads" text like "I'm the Mean Old Troll.").

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Knowledge of Print and Books

Applies early reading skills.

Indicator	Examples
5. Reads environmental print and symbols.	The child • recognizes fast food and store signs (e.g. McDonald's, K-Mart). • recognizes product logos (e.g. Cheerios, Barbie, Lego's). • recognizes environmental signs (e.g. STOP, MEN, WOMEN, EXIT).
6. Identifies some alphabet letters.	The child • identifies some letters in his/her name. • may identify letters in other personally significant words (e.g. "c" for cookie," "d" for dog, "m" for mom).
7. Recognizes that print represents spoken words.	The child • recognizes first name in print. • knows that the label "chair" on a chair means chair. • looks at words on the page of a book and "reads" the story. • recognizes that a letter is different from a word.
8. Develops a sense of story.	The child • tells a story from pictures. • recognizes variations in retelling of stories. • predicts outcomes of stories. • tells stories with beginnings, middles and ends. • dictates stories for others to write down. • tells stories based on personal experiences, imagination, dreams and/or stories from books. • recalls information about setting, characters, events in a story.

Sounds of Language
(Phonological Awareness)

Attends to sounds in language.

Indicator	Examples
1. Repeats rhymes, simple songs, poems and finger plays.	The child • says or sings nursery rhymes such as Humpty Dumpty. • sings simple songs such as Twinkle Twinkle Little Star. • says poems and finger plays such as Itsy Bitsy Spider.
2. Participates in word games.	The child • claps along with syllables of words (e.g. claps name and rhythms). • creates words by substituting one sound for another (e.g. "I like to eat…Apples and Bananas, Opples and Bononos" "Willoby, Wallaby Woo"). • participates in rhyming games (e.g. Going on a bear hunt and find something that rhymes with sock.).
3. Discriminates some sounds in words.	The child • attends to books that focus on specific sounds (e.g. JAMBERRY, FOX IN SOCKS, WHO'S IN THE SHED). • perceives differences between similar sounding words (e.g. "coat and goat", "three and free"). • experiments with language sounds (like sssssssnake, hissssssss, buzzzzzzzzz). • attends to some beginning sounds in familiar words (i.e. "That word begins like my name, David, dog."). • plays with repetitive sounds (e.g. snakes slither, John Jacob Jingle Himer Schmitt).

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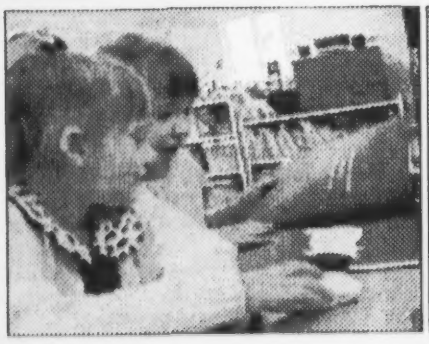
Early Literacy Teacher's Guide

Missouri Department of Elementary and Secondary Education • Early Childhood Section



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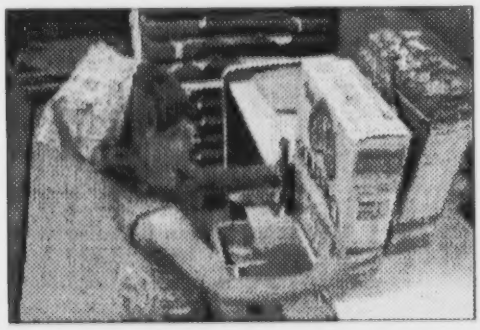
Acknowledgments

The *Missouri Pre-K Literacy Standards* are the collaborative effort of a broad-based group of individuals who represent the many facets of the early childhood community in Missouri. This committee drew upon current research and consulted other national and state initiatives for recommendations. In addition, the Missouri Department of Elementary and Secondary Education, Department of Health, Department of Social and Senior Services, the Missouri State Head Start Collaboration Office, the Parents as Teachers National Center, and the Project Construct National Center contributed to this work under the leadership of the Early Childhood section of the Department of Elementary and Secondary Education. Diane E. Paynter from Mid-continent Research for Education and Learning (McREL) reviewed the Standards. We are grateful to the Missouri State Head Start Collaboration Office for providing support to publish and disseminate this document. The complete list of committee members appears on the following page.

the foundations for learning are laid
well before a child enters kindergarten



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Purpose

This guide, along with the Parents' Guide, is a companion piece to the Missouri Pre-K Literacy Standards. It is intended for all adults who work with preschool age children and their families- teachers, caregivers, and/or parent educators. The guide is designed to provide an explanation of the standards and contains practical suggestions for creating engaging, developmentally appropriate learning communities where each child's literacy development is fostered.

Why is it important to have standards for early literacy? In Missouri, the Outstanding Schools Act of 1993 called together a group of master teachers, parents, and policy makers from around the state. The Show-Me Standards were the result of that group's work. Those standards are designed for students in kindergarten through grade 12 and serve to ensure that graduates of Missouri's public schools have the knowledge, skills, and competencies to lead productive, fulfilling, and successful lives. However, we all realize that the foundations for learning are laid well before a child enters kindergarten! In fact, research tells us that the pre-kindergarten years provide crucial opportunities for educators and caregivers to influence children's growth and development. If our goal is that every child enter kindergarten ready to learn and succeed, pre-kindergarten educational standards can provide us with shared understandings about the competencies critical for this to occur. In addition, pre-kindergarten standards provide a direct link to the Show-Me Standards, so we know that we are preparing children for the high expectations they will encounter as they progress through school.

To this end, the Missouri Pre-K Literacy Standards describe what most children should know and be able to do in the area of literacy by the time they enter kindergarten. They represent a shared set of expectations for preschool children, expectations developed by drawing upon current research about how young children learn. It is important to keep in mind, however, that children learn and develop in their own unique ways. While research demonstrates that these standards are appropriate for most children who are about to enter kindergarten, our responsibility as educators is to assess where each child is on the literacy continuum and build on what that child knows and can do.

Ongoing, observational assessment is thus a key element in supporting children's early literacy development. This guide will illustrate some indicators that teachers can reliably assess to show each child's progress over time. This data can be used to plan meaningful, engaging learning experiences that both promote literacy development and a love for reading and writing. In addition, you will find information about creating literacy-rich environments and partnering with parents and families to promote literacy and an enthusiasm for learning. A list of helpful resources is included as well.

Guiding Principles

Missouri early childhood practices are based on the following principles. They provide a structure to support our work with young children and remind us of the "big picture"- the theoretical framework for our teaching.

1. **All children actively seek to comprehend the world in which they live. Given the opportunity to make choices concerning their activities, they acquire knowledge, skills and the ability to solve problems.** Children are born with a desire to learn about and make sense of their world. Research has shown us that if children are able to choose what they would like to find out about, they not only gain knowledge and skills, but are highly motivated to do so. We can foster this early love for learning by allowing children choices in their activities and by supporting their attempts to solve their own problems.

2. **Children construct knowledge and values through interactions with peers, parents, other adults, and active exploration of the physical and social environments.** Children flourish in a learning community where they can directly act on objects and interact with people. This is because, for young children, thoughts and actions are very closely related. When we provide children with opportunities to explore, experiment, make predictions, collaborate and share their thinking with others, we support both their cognitive and social development.

3. **Young children's thinking contains predictable errors.** As children develop, they construct knowledge by integrating new information with what they already know. In doing so, children will often make errors or mistaken assumptions. This is a necessary part of the learning process. When we give children enough time and appropriate guidance to recognize and correct their errors, we not only teach them how to think for themselves, but we show them that we have confidence that they can figure things out. Children with confidence in their own ability to work through problems are active thinkers!

4. **Early learning and areas of development interact and influence each other.** While adults are accustomed to categorize learning by subject areas (science, math, etc.), this is not how young children organize their thoughts. Their emotional and social development goes hand in hand with their learning in other areas. In fact, children's ability to build their knowledge base depends upon their social, emotional, and physical development and is closely linked to it. As educators, we serve children best by designing learning experiences that are both meaningful to them and that span various areas of development.

5. **Families (parents) are the child's first and most important teacher(s).** Families (parents), as children's earliest and most influential teachers, are our most helpful partners in educating young children. We are all deeply invested in the child's

success and share a common goal: to provide the best education possible in a safe, nurturing environment that is rich with opportunities for learning. Building open, respectful, and trusting relationships with the parents and families of the children in our care helps children develop a sense of security and continuity between home and school.

6. **Children exhibit individual differences in their development of competencies.** Although research (and our own experience) has shown us that children generally go through identifiable stages as they grow and develop, it is also true that there can be great individual differences in the rate and manner in which children pass through these stages. This variation is normal. We can best support each child's progress by meeting children where they are and building on their strengths.

All children actively seek to comprehend the world in which they live.

Organization

The standards cover the broad scope of early literacy development and are organized by:

I. *content component*—the specific content area to be addressed, such as written language or knowledge of print and books;
II. *process standards*—identifiable competencies or capabilities in the process of literacy development, such as attending to sounds in language or applying early reading skills;
III. *indicators*—observable milestones in the development of competencies, such as using language to represent ideas and feelings or listening responsively to books and stories;
IV. *examples*—specific behaviors children may exhibit in their literacy development.

This structure provides us with an accessible way to see how the standards fit into our curriculum and teaching practice.

Pre-K Standards

- **Symbolic Development**
- **Spoken/Expressive Language**
- **Listening/Receptive Language**
- **Written Language**
- **Knowledge of Print and Books**
- **Sounds of Language**

Symbolic Development

Represents feelings and ideas in a variety of ways.

This standard refers to the child's ability to interpret, create and use symbols to represent something (an idea, a feeling, or an object) that is not present. The capacity for symbolic development is integral to literacy, although some adults mistakenly assume that symbolic activities are less critical to a child's development than language activities. It is through symbolic expression that the young child's imagination and abilities to communicate ideas and feelings flourish. It provides the child with the means for representing what they know about their world, as well as for thinking about imaginary and real-life situations.

There are four indicators to assess children's symbolic development.

Indicators	Examples
Represents feelings and ideas through pretend play.	• pretends to be a firefighter, doctor, mother, father, etc. • cooperates during play with others (e.g., children work together to build a castle with blocks). • creates play themes with others (e.g., "I'll be the mommy, you are the baby, and we'll go shopping). • attaches emotion to pretend play.
Represents feelings and ideas through movement.	• pretends to move, run, jump, crawl, hop, skate, etc., like an elephant, airplane, dancer, bird, etc. • expresses his/her feelings through movement (e.g., jumps with excitement, stomping feet in frustration).
Represents feelings and ideas through music.	• responds to different kinds of music (e.g., marches to music, relaxes to soft music). • joins in singing favorite songs, saying rhymes, finger plays, etc. • creates music and songs (e.g., changes words to familiar tune, plays pretend instruments).
Represents feelings and ideas through art and construction.	• draws or paints pictures and tells others about his/her pictures. • builds with blocks, Lego's, tinker toys, etc., and says, "I made a castle." • responds to others when asked to tell about a construction or a drawing.

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Teacher strategies to promote children's symbolic development include:

- allowing enough time and space for make believe play.
- providing prop boxes and/or props in general for pretend play.
- developing theme units with supporting materials.
- acting out familiar stories as a group and/or providing props so that children can "retell" favorite stories on their own.
- providing a well-equipped play area.
- providing puppets, realistic animal and people figures in the block area.
- having a supply of recyclables accessible to children so they can create their own props.
- allowing enough time and space for movement activities.
- incorporating movement activities into the daily schedule.
- presenting invitations, or posing open-ended problems, instead of giving directions to act or move in a certain way.
- incorporating music/singing together into the daily schedule.
- providing a variety of instruments for children to play.
- providing materials for children to create their own instruments.
- playing rhythmic pattern games (e.g., clapping games).
- equipping listening center with a variety of tapes and headphones.
- using music and/or songs to signal transitions.
- allowing enough time and space for children to build/construct with materials, as well as for art exploration.
- allowing children to explore and create with art materials, rather than engage in craft projects designed to produce identical products.
- providing a variety of paper, poster board, art supplies, paints, markers, as well as a supply of clay, etc., organized so they are freely accessible to children.
- providing a variety of blocks, rollers, Lego's, etc., organized so that they are freely accessible to children.

interpret, create and use symbols to
represent something that is not present

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Spoken/Expressive Language

Uses language to communicate ideas, feelings, questions, or to solve problems.

This standard refers to the child's ability to express him/herself using language. Children learn how language works by actively and purposefully interacting with other people and the environment. They operate under the assumption that language is orderly and they try out various alternatives in an attempt to discover that order. In the process of teaching themselves how spoken language works, children construct their own rules, based on their understanding of adult speech. For example, a child might say "foots" instead of "feet" as they experiment with spoken language. As they have more opportunities to express themselves, they increase their understanding of how language works by building on what they already know and revising their theories of how language operates.

There are four indicators to assess children's spoken/expressive language.

Indicators	Examples
Communicates in home language and is understood by others.	• uses English, Spanish, sign, or other native language for a variety of purposes. • communicates personal needs, preferences, and feelings with language.
Uses language to pretend or create.	• pretends with words or actions to be a story/television character. • makes up rhymes of songs. • tells real or make believe stories.
Initiates and responds appropriately in conversation and discussions with adults and children.	• asks and answers questions for information or to solve problems. • responds to how others feel and expresses concern. • shares information and gives directions, especially during play. • engages in turn-taking conversations. • asks why, what, when, where questions.
Uses complete sentences of varying length.	• Uses descriptive language (e.g., color words, sizes, shapes). • Experiments with and acquires new vocabulary.

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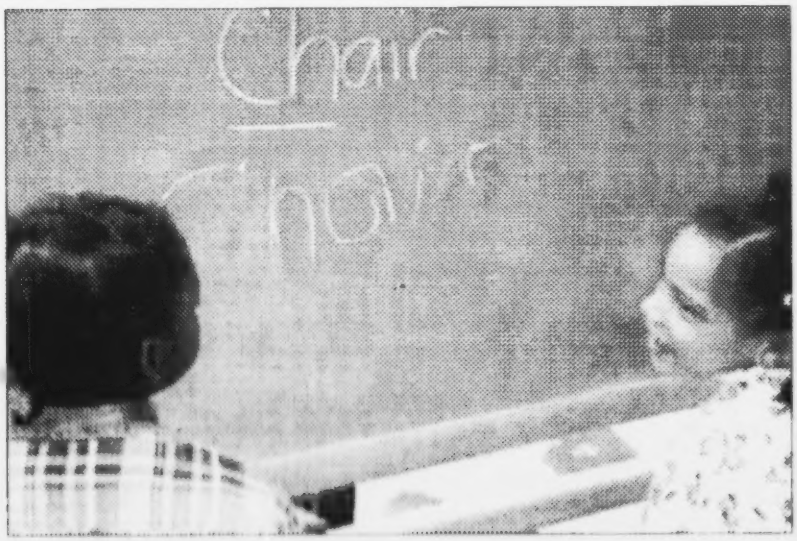
Teacher strategies to promote children's spoken/expressive language include:

- providing time for student-initiated talk on matters important to them.
- encouraging peer interactions throughout the day.
- introducing topics at circle time that encourage children's verbal participation.
- holding class meetings to resolve conflicts, make grocery lists, vote, etc.
- modeling how to ask and answer questions.
- singing "open-ended" songs that children can supply words for.
- reading and discussing stories with a small (2-3) group of children.
- providing opportunities/materials to introduce new words in a way that's meaningful for children (e.g., "Yes, that is a bug and it's called a spider.").



Initiates and responds appropriately in conversation and discussions with adults and children.

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Listening/Receptive Language

Listens for different purposes.

This standard refers to the child's ability to give attention to and understand language. Speaking and listening are interactive processes and as children build their capacity to listen attentively, they increase their understanding of how people communicate with each other.

There are four indicators to assess children's listening/receptive language.

Indicators	Examples
Follows simple directions.	• can follow 2-step directions, "Put away your crayons and go to the door." • can follow 3-step directions, "Pick up your toys, brush your teeth, and put on your green shirt."
Listens responsively to books and stories.	• responds to books and stories with facial and body gestures (smiling, laughing, etc.) • responds verbally to the story or text.
Listens to and engages in conversations with others.	• responds appropriately to the words of another in an exchange of ideas, comments, or questions.
Responds to questions.	• can answer simple questions (e.g., "What would you do if you fell off your bike and hurt your knee?").

Teacher strategies to promote children's listening/receptive language include:

- reading aloud often
- providing opportunities for children to interact with peers throughout the day
- providing opportunities for asking and answering questions
- engaging children in one-on-one conversations

speaking and listening are interactive processes

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Written Language

Uses writing as a means of communication.

This standard refers to the child's increasing ability to understand that graphic symbols (i.e., print, handwriting) are meaningful and can be used to communicate with others. Children notice that writers jot down notes, compose letters, make lists, take and send messages. They are very interested in all kinds of writing tools. Children begin to explore written language by writing various curves, angles, or scribbles. As they learn more about how language works, children start to understand that our writing system is based on letters representing speech sounds.

There are four indicators to assess children's written language.

Indicators	Examples
Experiments with writing tools and materials.	• shows beginning control of writing, drawing, and art tools (e.g., uses a paint brush, pencil or marker with a functional grasp, uses dry-erase markers or chalk on board, uses tools for play-dough).
Uses scribbles, shapes, pictures and letters to write.	• scribbles letter-like symbols and some letters in writing. • writes something and then asks someone else to read it. • attempts to write for a variety of purposes (e.g., lists, messages, stories). • writes as part of play (e.g., the child says, "This is my grocery list.").
Tells others about intended meaning of drawings and writings.	• uses writing to communicate ideas and information. • says to a friend, during pretend play, "I am giving you a ticket, you are going too fast." • uses symbols or drawings to express thoughts, feelings, and ideas. Child may draw or "write" about an experience.
Uses a variety of resources to facilitate writing.	• may ask others for help in writing. • attempts to copy letters or words from the environment (e.g., cereal box, names, public signs, logos, books, etc.).

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Teacher strategies to promote children's written language include:

- supplying a variety of freely accessible supplies for writing (markers, pencils, chalk, many kinds of paper, labels, envelopes, notepads, dry marker boards, magnetic letters, etc.).
- providing easels for painting, drawing, writing.
- organizing a writing center with many writing tools.
- providing journals and time for writing.
- making many opportunities for children to write for meaningful purposes, such as sign-up sheets for turn-taking, thank you letters, signs, lists.
- writing daily news.
- composing classroom books together.
- supplying all centers/areas with writing tools and/or props such as blank receipts, invoices, etc.
- asking children to describe their drawings and writing the words they dictate. Read the words back.

Experiments with writing tools and materials.

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Knowledge of Print and Books

Applies early reading skills.

This standard refers to the child's increasing ability to recognize and understand print and books. Children notice that readers respond to signs and directions, consult recipes, pour over newspapers, or relax with novels. They have a great interest in being read to and in printed text. For example, children will ask, "what is that word?" or "what does that say?" They often memorize favorite stories and spend time "reading" to themselves, or picking out words that they know. They are constructing the understanding that print/books conveys meaning.

There are eight indicators to assess children's print and books.

Indicators	Examples
Shows interest in reading and books.	• recognizes and frequently requests favorite book(s). • chooses to "read" or look at books. • responds to and talks about the pictures in books.
Exhibits book-handling skills.	• holds a book upright and turns pages in the book, front to back. • begins to scan pages from top to bottom and left to right. • knows a book is for "reading."
Pretends to read easy or predictable books or tries to read along during his/her favorite part of story.	• joins in with predictable phrases (e.g., "Run, run, as fast as you can. You can't catch me, I'm the Gingerbread Man"). • uses pictures and/or context to construct meaning. • may "read" beginning books, wordless books, familiar rhyming books, and/or predictable books by recreating the story from memory and/or picture cues.
Responds to text.	• identifies known objects in illustrations. • talks about or expresses emotion in reaction to text. • makes predictions and may use the pictures as a guide (e.g., "I bet he is going to fall."). • uses the voice of a character (e.g., "Reads" text like "I'm the Mean Old Troll.").

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Indicators	Examples
Reads environmental print and symbols.	• recognizes fast food and store signs (e.g., McDonald's, K-Mart). • recognizes product logos (e.g., Cheerios, Barbie, Lego's). • recognizes environmental signs (e.g., STOP, MEN, WOMEN, EXIT).
Identifies some alphabet letters.	• identifies some letters in his/her name. • may identify letters in other personally significant words (e.g., "c" for cookie, "d" for dog, "m" for mom).
Recognizes that print represents spoken words.	• recognizes first name in print. • knows that the label "chair" on a chair means chair. • looks at words on the page of a book and "reads" the story. • recognizes that a letter is different from a word.
Develops a sense of story.	• tells a story from pictures. • recognizes variations in retelling of stories. • predicts outcomes of stories. • tells stories with beginnings, middles, and ends. • dictates stories for others to write down • tells stories based on personal experiences, imagination, dreams, and/or stories from books. • recalls information about setting, characters, events in a story.

Teacher strategies to help children apply early reading skills include:

- reading aloud daily.
- using name cards in various ways (for labeling cubbies, on the helper schedule, taking attendance, etc.).
- using predictable and big books regularly and repetitively.
- encouraging children to respond to stories by asking open-ended questions and/or engaging them in conversations about the story.
- keeping copies of predictable favorites in the class library all year long.

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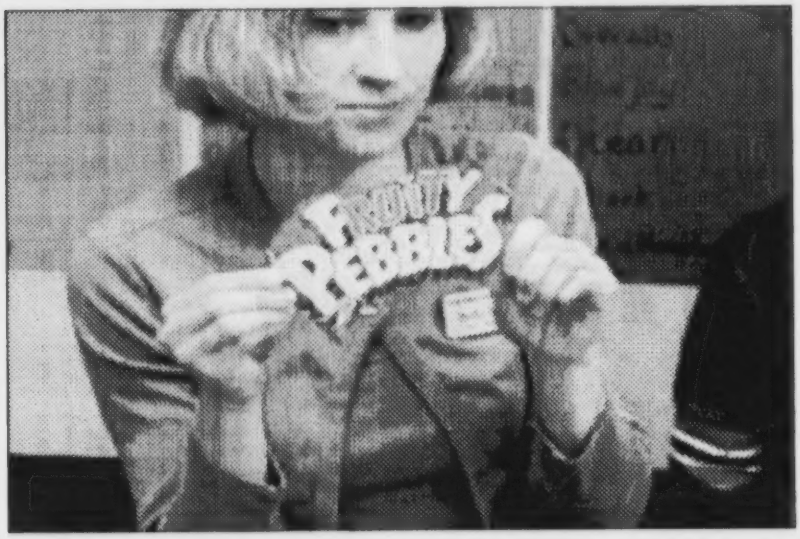
- engaging the children in choral reading.
- reading the same book multiple times, using a variety of techniques.
- pointing to words, left to right, when reading; modeling how to turn pages.
- reading a story in a small group, letting each child follow in his/her own copy of the book.
- having a quiet "reading" time built in to the daily schedule.
- using labels and encouraging awareness of labeling and environmental print.
- providing library time and a means for checking out books to read and/or take home.
- providing a variety of accessible printed materials to explore and pretend with.
- organizing a reading center/area with an adequate supply of books (7-10 per child), pillows, etc., where children can choose books to read quietly and comfortably. Writing class books together to keep in the class library and which can be checked out to take home and share with families.



Reads environmental print and symbols.

Sounds of Language

Attends to sounds in language.

This standard refers to the development of a child's phonological awareness. As children begin to learn how language works, they start to make the connection that there are specific sounds associated with the language they speak and the environment they live in. They explore sound patterns and rhymes, and begin to notice that inflections (changes in a speaker's pitch or loudness) can hold meaning. In the course of their explorations, they discover the letter/sound connection as well—a crucial building block for literacy.

There are three indicators to assess children's phonological awareness.

Indicators	Examples
Repeats rhymes, simple songs, poems and finger plays.	• says or sings nursery rhymes such as Humpty Dumpty. • sings simple songs such as Twinkle Twinkle Little Star. • says poems and finger plays such as Itsy Bitsy Spider.
Participates in word games.	• claps along with syllables of words (e.g., claps names and rhythms). • creates words by substituting one sound for another (e.g., "I like to eat...Apples and Bananas, Opples and Bononos" "Willoby, Wallaby, Woo"). • participates in rhyming games (e.g., going on a bear hunt and find something that rhymes with sock).
Discriminates some sounds in words.	• attends to books that focus on specific sounds (e.g., JAMBERRY, FOX IN SOCKS, WHO'S IN THE SHED). • perceives differences between similar sounding words (e.g., coat and goat, three and free). • experiments with language sounds (like sssssssssnake, hissssssss, buzzzzzzzzz). • attends to some beginning sounds in familiar words (i.e., "That word begins like my name, David, dog."). • plays with repetitive sounds (e.g., snakes slither, John Jacob Jingle Himer Schmitt).

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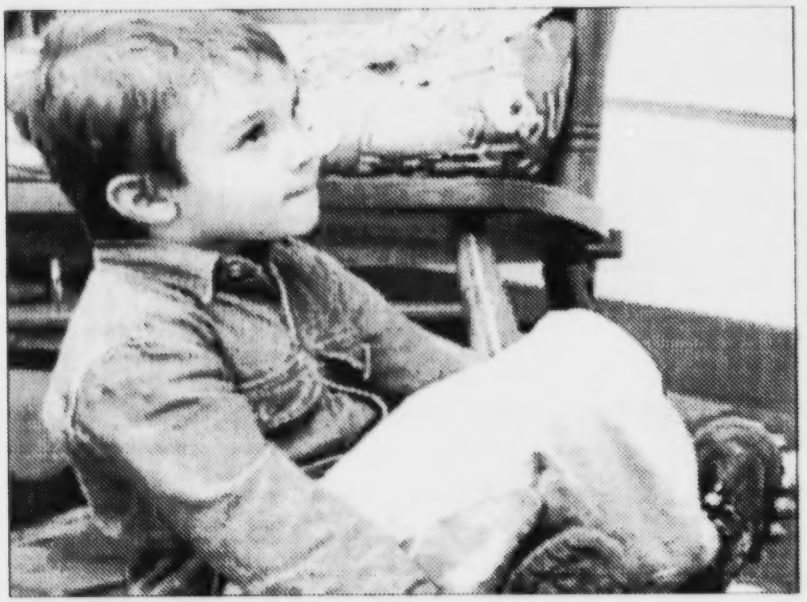
Teacher strategies to promote children's phonological awareness include:

- playing word games such as The Name Game Song
- involving children in learning lots of songs, fingerplays, and nursery rhymes
- singing call-and-response songs (e.g., as found on Thomas Moore or Ella Jenkins recordings).
- Learning poems to say/chant aloud
- Playing sound/listening games such as "Find the Hidden Sound" and identify the sound.



Repeats rhymes, simple songs, poems and finger plays.

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Creating a Learning Environment to Support Literacy

One of the keys to building a literacy-rich environment is to have an adequate supply of books and writing materials. A good guideline is to have at least 7-10 books per child. There should be a variety of genres represented: stories, picture books, predictable books, wordless books, nonfiction, poetry...big books are very important as well. In addition to setting up a reading center, or book corner, a listening station, and a writing center, distributing appropriate books and writing materials in all areas of the room encourages children to incorporate literacy activities throughout their day. Books and materials should be accessible to the children, arranged on low shelves or in baskets. Comfy spots for reading and spaces for writing, painting, and drawing all contribute to making an environment where children can learn to love reading and writing!

making an **environment** where children can **learn to love reading** and **writing!**

Involving Parents/Families

Parents/families are important partners in promoting young children's early literacy development. Encouraging parents/family members to read daily to their children, and to converse about what they read, is an obvious place to start. Inviting families to create books of environmental print together, or to take their child to a library frequently, are also good ways to show parents how to support literacy. There are many resources for educators interested in involving parents in literacy development, some of which are included below. The Parents As Teachers program is also an invaluable resource; contact your school district for more information about this exemplary program.

Resources

Books

Bishop, A, Yopp, R.H., & Yopp, H.K. (2000). *Ready for Reading: A handbook for parents of preschoolers*. Boston: Allyn and Bacon.

Bredekamp, S., & Rosegrant, T. (Eds.). (1995). *Reaching potentials: Vol. 2. Transforming early childhood curriculum and assessment*. Washington, DC: National Association for the Education of Young Children.

Burns, M.S., & Snow, C.E. (1999). *Starting out right. A guide to promoting children's reading success*. Washington, DC: National Academy Press.

Campbell, R (Ed.). (1998). *Facilitating preschool literacy*. Newark, DE: International Reading Association.

Engel, B. S. (1995). *Considering children's art: Why and how to value their works*. Washington, DC: National Association for the Education of Young Children.

Hirsch, E. S. (*1995*). *The block book* (3rd ed). Washington, DC: National Association for the Education of Young Children.

Leonard, A. M. (1997). *I spy something: A practical guide to classroom observations of young children*. Little Rock, AR: Southern Early Childhood Association.

MacDonald, S. (1997). *The portfolio and its use: A road map for assessment*. Little Rock, AR: Southern Early Childhood Association.

MacDonald, D. T. (1979). *Music in our lives: The early years*. Washington, DC: National Association for the Education of Young Children.

Moomaw, S. (1997). *More than singing: Discovering music in preschool and kindergarten*. St. Paul, MN: Redleaf Press.

Moomaw, S., & Hieronymus, B. (1999). *More than painting: Exploring the wonders of art for preschool and kindergarten*. St. Paul, MN: Redleaf Press.

Neuman, S.B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: National Association for the Education of Young Children.

Owocki, G. (1999). *Literacy through play*. Portsmouth, NH: Heinemann.

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Books, cont.

Owocki, G. (2001). *Make way for Literacy!: Teaching the way young children learn*. Washington, DC: National Association for the Education of Young Children.

Paley, V. G. (1998). *The girl with the brown crayon*. Boston, MA: Harvard Press.

Schickendanz, J. A. (1999). *Much more than the ABCs: The early stages of reading and writing*. Washington, DC: National Association for the Education of Young Children.

Skeen, P., Garner, A. P., & Cartwright, S. (1981). *Woodworking for young children*. Washington, DC: National Association for the Education of Young Children.

Strickland, D. S., & Morrow, L. M. (Eds.). (1989). *Emerging literacy: Young children learn to read and write*. Newark, DE: International Reading Association.

Sullivan, M. (1982). *Feeling strong, feeling free: Movement exploration for young children*. Washington, DC: National Association for the Education of Young Children.

Trelease, J. (2001). *The read aloud handbook*. (5th Ed.) NY: Penguin.

Web Sites

Association for Childhood Education International: http://www.udel.edu/bateman/acei/

Center for the Improvement of Early Reading Achievement (CIERA): http://www.ciera.org

Children's Defense Fund: http://www.childrensdefense.org/

Connections Newsletters: http://www.canr.uconn.edu/ces/child/

Early Childhood Education on Line: http://www.ume.maine.edu/ECEOL-L/

Early Childhood Educators' and Family Web Corner: http://users.sgi.net/~cokids/

Early Childhood News: http://www.earlychildhood.com

Everything for Early Childhood Education Preschool-Grade 2: http://www.edupuppy.com/

Helping Your Child Become a Reader: http://www.ed.gov/pubs/parents/Reader/index.html

Licensing of Child Care Facilities in Missouri: http://www.health.state.mo.us/

National Association for Family Child Care: http://www.nafcc.org

National Child Care Information Center: http://ericps.crc.uiuc.edu/nccic/cctopics.html

National Literacy Center for Family Literacy Publications: http://www.famlit.org

"On-Lion" for Kids: http://www2.nypl.org/home/branch/kids/

Poems for children: http://www.firsteps.com/Lessons/shortsweet20.htm

Songs for children: http://www.kididdles.com/mouseum/index.html

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Magazines and Newsletters

The Buzz: Cool Ideas for Child Care Providers (4 issues per year)
Center for Innovations in Special Education
152 Parkade Plaza, 601 Business Loop 70 W
Columbia, MO 65211-8020
(800) 976-2473

Early Childhood News (6 issues per year)
P. O. Box 608
Vandalia, OH 54377
(800) 607-4410

Scholastic Early Childhood Today (8 issues per year)
P.O. Box 54814
Boulder, CO 80322-4814
(800) 544-2917

Young Children (6 issues per year)
National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036-2460
(800) 424-2460

Brochures

NAEYC Brochures for Parents:
[For ordering information, call (800) 424-2460.]
Play is Fundamental. (McCracken, J. B.) #576
Raising a Reader, Raising a Writer: How Parents Can Help #530
Books to Grow On: African American Literature for Young Children #568

International Reading Association Brochures for Parents:
[For ordering information, call (800) 336-READ.]
Beginning Literacy and Your Child # 1028-553
Get Ready to Read # 1017-836
Make the Reading-Writing Connection #1038-836

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February 2002

Missouri Department of Elementary and Secondary Education
Early Childhood Section
P.O. Box 480 • Jefferson City, MO 65102-0480
Web site: http://www.dese.state.mo.us

"Making a positive difference through education and service"

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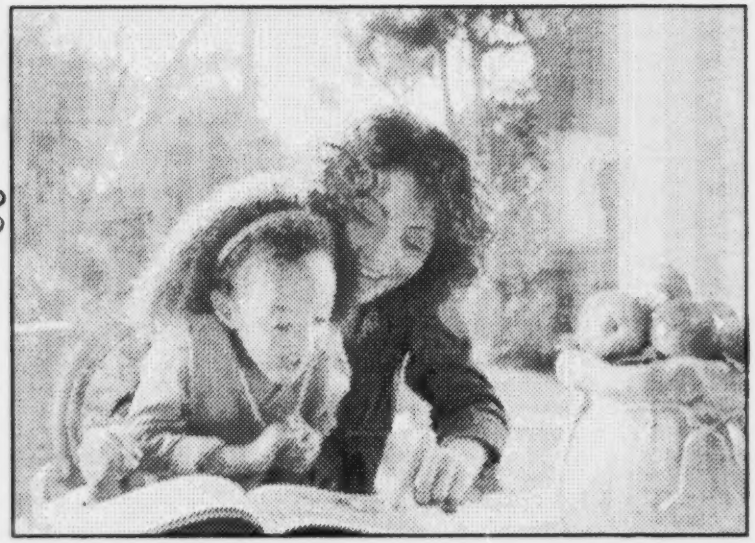
Early Literacy Parent Handbook



Missouri Department of Elementary and Secondary Education ■ Early Childhood Section

The Missouri Department of Elementary and Secondary Education appreciates the cooperation of Parents as Teachers National Center in developing this booklet.

Introduction

Please join us in this early literacy initiative by being the *first and most important early literacy teacher* for your child. As a parent you are your child's first teacher and that is an important role. Learning to read and write are essential achievements for your child's success in school and in later life.

The Missouri Department of Elementary and Secondary Education along with a broad based group of individuals, whose backgrounds are representative of the early childhood community in Missouri, developed a set of standards of what most children should know and be able to do by the time they enter kindergarten. The standards are intended to be used in a variety of early childhood settings by a variety of people: parents, parent educators, child care providers, Head Start and public/private school teachers, etc. They are consistent with current research and recommendations from other state and national initiatives.

Not all children learn at the same rate. Just as we recognize that adults are individually different, we also recognize that variability in children is normal. The standards are not intended to be used to determine if a child is "ready" to enter kindergarten but are goals for adults to use in supporting literacy development of preschool children.

As a parent you can build the foundation for your child becoming a reader and writer by your daily interactions with your child. Reading to your child on a daily basis exposes him/her to a variety of words and shows him/her that reading is fun! As you read, talk, and listen to your child you are helping your child develop positive literacy skills. This handbook will share information on the development of important skills and strategies based on research that suggests how to give your child the best start in pre-kindergarten literacy skills. The most important thing is for you and your child to enjoy each encounter with reading and writing.

We encourage you as a parent to work with your child's preschool teacher, childcare provider, and/or parent educator in helping your child develop the skills, attitudes, and habits for becoming a successful reader and writer. Parents and teachers working together make a positive difference in the development of children. It is our hope that the resources and activities in this booklet will benefit your family and that our efforts and yours will result in all children entering Kindergarten ready to succeed.

There is a resource section in this book as well. As you engage in literacy activities with your child, these resources will help you to find new ideas and a variety of books you might want to explore. You can lay the foundation for your child to become a lifelong reader.

For additional copies of this handbook, contact the Missouri Department of Elementary and Secondary Education, Early Childhood Section at 1-573-751-2095 or the Parents as Teachers National Center at 1-866-PAT4YOU or 1-866-728-4968.

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Literacy Standards (Goals) for the Preschool Years

The most important long-term goal of our early literacy initiative is to help children become successful readers and writers. Learning to read and write is one of the most important achievements in life. Ensuring that all children reach this achievement is the responsibility of parents, communities, and educators.

Below are the Standards (Goals) for Pre-K Literacy as identified by the Missouri Department of Elementary and Secondary Education, Early Childhood Section.

- Represents feelings and ideas in a variety of ways
- Uses language to communicate ideas, feelings, questions, or to solve problems
- Listens for different purposes
- Uses writing as a means of expression/communication
- Applies early reading skills
- Attends to sounds in language

Pre-K Literacy Standards (Goals)

STANDARD (GOAL):

Represents feelings and ideas in a variety of ways.

Look for your child to . . .	Your child may . . .	You can support your child . . .
Represent feelings and ideas through pretend play	Pretend to be a firefighter, doctor, mother, father, etc. Cooperate during play with others (e.g. children work together to build a castle with blocks). Create play themes with others (e.g. "I'll be the mommy, you are the baby and we will go shopping"). Attach emotions to pretend play. "I'm the doctor – I'm sorry you're sick."	Describe in words what the child has done and learned. "Are you cooking dinner? What are you making?" Use empty packages around the house (toy, food, magazines, etc., as play props) Model language your child may use. Your child pretends to drive a car. You might say, "Are you going to get gas? Vroom! Vroom!"
Represent feelings and ideas through movement.	Pretend to move, run, jump, crawl, hop, skate, etc., like an elephant, airplane, dancer, bird, etc. Express his/her feelings through movement (e.g. jumps with excitement or stomp feet in frustration).	Say to your child "fly like a bird," or "walk like an elephant."

Look for your child to . . .	Your child may . . .	You can support your child . . .
Represent feelings and ideas through music.	Respond to different kinds of music (e.g. will march to music, relax to soft music). Join in singing favorite songs, saying rhymes, finger plays, etc. Creates music and songs (e.g. changes words to familiar tune, plays pretend instruments).	Encourage your child to move to the beat of music. Make instruments and create songs together. Put on quiet music to relax during a meal. Create your own hand-clapping chants to cheer on your favorite team.
Represents feelings and ideas through art and construction.	Draw or paint pictures and tell others about his pictures. Build with blocks, Lego's, tinker toys, etc., and say, "I made a castle." Respond to others when asked to tell about a construction or a drawing.	Say to your child, "Tell me about your picture." Label things in your child's drawings. Make blocks from empty boxes around your home. Build/create with your child and encourage him to describe his creations.

PRE-K TODAY CALIFORNIA

STANDARD (GOAL):

Uses language to communicate ideas, feelings, questions, or to solve problems.

Look for your child to . . .	Your child may . . .	You can support your child . . .
Communicate in home language and is understood by others	Use English, Spanish, sign, or another native language for a variety of purposes. Communicate personal needs, preferences, and feelings with language.	Preserve your home language but work with your child's school to assist her in acquiring the skills needed to participate in the shared culture of the school. Celebrate your child's diversity and use it as a resource for all children. Share books/stories that reflect your cultural heritage and that of others. Your bilingual child might benefit from stories in both languages.
Use language to pretend or create	Pretend with words or actions to be a story/television character. Make up rhymes or songs. Tell real or make-believe stories.	Make up silly words, stories, and games that include rhymes. Use songs in daily activities (picking up toys, wash hands, etc.). Encourage your child to pretend (act-out) story characters with words. Share family heritage stories, and folk tales. It helps children to know that some stories come from real people and are about real events. Provide props to use (sock puppets, stuff animals, etc.) in story telling. Participate in story-telling sessions at the library. Make books together. Include child's name as the author and illustrator.

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Look for your child to . . .	Your child may . . .	You can support your child . . .
Initiate and respond appropriately in conversation and discussions with adults and children	Ask and answer questions for information or to solve problems. Respond to how others feel and express concern. Share information and give directions especially during play. Engage in turn-taking conversations. Ask why, what, when, and where questions.	Provide opportunities for your child to report her observations, dictate stories, draw pictures, ask questions, and express concerns.
Use complete sentences of varying length.	Use descriptive language (e.g. color words, sizes, shapes).	Expand your child's sentence (e.g. If your child says, "There's a truck." You could say, "Yes, there's a big, blue truck.")

STANDARD (GOAL):

Listens for different purposes.

Look for your child to . . .	Your child may . . .	You can support your child . . .
Follow simple directions	Follow 2-step directions, "Please put away your crayons and go to the door." Follow 3-step directions, "Please pick up your toys, brush your teeth and put on your green shirt."	Play games that involve specific directions such as "Simon Says." Cook together. Write out recipes using words and pictures. Make a job chart (e.g. brushing teeth, picking up toys) that includes words and pictures.
Listen responsively to books and stories	Respond to books and stories with facial and body gestures (smiling, laughing, etc.) Respond verbally to the story or text.	Make reading a pleasant experience for your family. Show excitement and interest in your child's "reading." Remember to comment on his appropriate gestures and ask your child why he likes the story. As you "read" stories together, talk with your child about what he is "reading." Talk about characters, places and events. Ask your child his favorite person, animal or part in the book.
Listen to and engage in conversations with others.	Respond appropriately to the words of another person in an exchange of ideas, comments or questions.	Share conversations with your child over meals and other times you are together.

Look for your child to . . .	Your child may . . .	You can support your child . . .
Respond to questions	Answer simple questions (e.g. "What would you do if you fell off your bike and hurt your knee?")	Daily, ask your child simple questions to respond to (e.g. "What did you do today?") Ask questions about stories that you read together. "Why did the little boy give his friend his favorite ball?" Ask questions that will connect a family outing to an event in the story. "Remember when we went on a picnic?"

STANDARD (GOAL):

Uses writing as a means of expression/communication.

Look for your child to . . .	Your child may . . .	You can support your child . . .
Experiment with writing tools and materials.	Show beginning control of writing, drawing, and art tools (e.g. use a paintbrush, pencil, or marker with a functional grasp; use dry-ease markers or chalk on a board; use tools for play-dough.	Provide materials that will encourage your child to write and draw. Leave special notes for your child around the house. ("Good morning; I love you; I'm sorry; Have a great day.") He may pretend to "write" you back.
Use scribbles, shapes, pictures, and letters to write.	Scribble letter-like symbols and some letters in writing. Write something and then ask for someone else to read it. Attempt to write for a variety of purposes (e.g. lists, messages, stories). Write as a part of play (e.g. child may say, "This is my grocery list.")	Let your child see how you use notes and grocery lists. Allow your child to make the grocery list or the "things to do" list. Read the grocery list back to him. Display your child's written work.

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Look for your child to . . .	Your child may . . .	You can support your child . . .
Tell others about intended meaning of drawings and writings.	Use writing to communicate ideas and information. Say to a friend, during pretend play, "I am giving you a ticket, you are going too fast." Use symbols or drawings to express thoughts, feelings and ideas. Your child may draw or "write" about an experience.	Set aside a special time each day for your child to share his drawings/writings with the family. Encourage him to write or draw about your trip to the zoo or park.
Use a variety of resources to facilitate writing.	Ask others for help in writing. Attempt to copy letters or words from the environment (i.e. cereal box, names, public signs, logos, books, etc.	Look at magazines and write new captions for the photos. Encourage your child to write for a purpose. "Today, I need to write a letter to Grandpa. Would you like to write a letter, too?" Use a chalkboard for family messages or magnetic letters on the refrigerator for your child to spell words while a snack or meal is being prepared. Introduce your child to different kinds of print (such as a message pad, appointment book, calendars, clocks, receipts, newspapers, telephone books, etc.)

STANDARD (GOAL):

Applies early reading skills.

Look for your child to . . .	Your child may . . .	You can support your child . . .
Show interest in reading and books.	Recognize and frequently request her favorite book(s).	Encourage your child's attempts to read. Listen to her stories.
	Choose to "read" or look at books.	Have conversations as you read to connect the book to your child's experiences and life.
	Respond to and talk about the pictures in books.	Read predictable books such as "Brown Bear, Brown Bear," pause while reading and allow your child to fill in the repetitive words.
		Offer a variety of books, especially wordless (picture books) to encourage your child to make-up her own stories with the pictures.
		Take your child to the library frequently.
		Visit bookstores, especially during story-hour.
		Start or improve a home "library." Designate a bookcase or shelf for your child.

Look for your child to . . .	Your child may . . .	You can support your child . . .
Exhibit book-handling skills.	Hold a book upright and turn the pages in the book, front to back.	Allow your child to hold the book and turn the pages.
	Begin to scan pages from top to bottom and left to right.	Explore with your child how a book works. Talk about the cover of the book, read aloud the names of the author and illustrator, introduce the characters and tell a little bit about the story. (e.g. You might start off by saying, "look at what's on the cover of this book. . . ")
Pretend to read easy or predictable books or tries to read along during her favorite part of the story.	Join in with predictable phrases (e.g. "Run, run as fast as you can. You can't catch me. I'm the Gingerbread Man.")	Encourage your child to "read" picture books and make-up stories to go with the pictures.
	Use pictures and/or environment to understand meaning.	Read predictable books with pictures that repeat words often in the story.
	May "read" beginning books wordless books, familiar rhyming books, and/or predictable books by recreating the story from memory and/or picture cues.	Re-read stories or predictable books. Once she gets to know the book, she may pretend to read it or act it out. Provide dress-up clothes and accessories.
Responds to text.	Identify known objects in illustrations.	Ask questions, respond appropriately as your child talks about stories. Show your interest and excitement.
	Talk about or express emotion in reaction to text.	Provide books that will have your child lifting flaps, looking through cut-holes, etc.
	Make predictions and may use the pictures as a guide. (e.g. "I bet he is going to fall.")	When reading predictable books, ask your child what she thinks will happen next.
	Use the voice of a character and "reads" the text like "I'm the Mean Old Troll."	While reading, make faces and change your voice to bring the character to life. Help your child with missing or confusing information in the story.

Look for your child to . . .	Your child may . . .	You can support your child . . .
"Reads" environmental print and symbols.	Recognizes fast-food and store signs (e.g. McDonald's, K-Mart)	Ask your child to find letters of the alphabet on cans/boxes of food, supplies, and other household items.
	Recognizes product logos (e.g. Cheerios, Barbie, Lego's)	Point to environmental print as you drive to school or an outing.
	Recognizes environmental signs (e.g. STOP, MEN, WOMEN, EXIT, etc.).	Make a cereal box book. Cut out the advertisement of print she recognizes and together create a book.
		Allow your child to help put away groceries and encourage her to read the labels, box tops, and packages as she stores them.
Identify some alphabet letters.	Identify some letters in her name.	Make an alphabet book or letter scrapbook.
	May identify some letters in other personally significant words (e.g. "c" for cookie, "d" for dog, "m" for mom.)	Make an alphabet poster to hang on your child's bedroom wall.
		Use magnetic letters for a sorting game. Together find letters with curves. Find letters with straight lines.
		Make letters from cookie dough, baking and eating yummy letters.
		Model the use of environmental print. "Dana, Cheerios is my favorite cereal. It has a big "C" and is shaped like a circle."

Look for your child to . . .	Your child may . . .	You can support your child . . .
Recognize that print represents spoken words.	Recognize first name in print.	Use your child's name in a story and activities. Print the letters of your child's name on paper and say each letter as you write it. "D...A...N...A."
	Know that the label "chair" on a chair means, "chair."	
	Look at words on the page of a book and "reads" the story.	Spell out your name and your child's name on the refrigerator door.
	Recognize that a letter is different from a word.	Point to the print as you read aloud. Follow the print with your fingers as you read left to right.
Develop a sense of story.	Tell a story from pictures.	Encourage your child to recount experiences and describe events. Ask: "And then what happened?" to urge the story along.
	Recognize variations in re-telling of stories.	
	Predict outcomes of stories.	Make a "story" journal to include descriptors of favorite outings. Illustrate with snapshots and drawings.
	"Read and re-read" stories.	
	Tell stories with beginnings, middles, and endings.	Allow your child to dictate a story to you and later "illustrate it." Make comments: "I really like how your story began. . . I really like the ending of your story. It was nice that the boy found his lost dog."
	Dictate stories for others to write down.	
	Tells stories based on personal experiences, imagination, dreams, and/or stories from books.	Allow your child to share his/her day activities during the dinner meal.
	Recalls information about setting, characters, and events in a story.	

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STANDARD (GOAL):

Attends to sounds in language.

Look for your child to . . .	Your child may . . .	You can support your child . . .
Repeat rhymes, simple songs, poems, and finger plays.	Say or sing nursery rhymes such as *Humpty Dumpty*. Sing simple songs such as *Twinkle, Twinkle Little Star*. Say poems and finger plays such as *Itsy Bitsy Spider*.	Sing nursery rhymes, simple songs or a favorite poem with your child. Allow him to make-up a rap, song, or chant and record it. Hold an after-dinner recital for the family. Teach rhymes, songs about your child's name, pet, etc.
Participate in word games.	Clap along with syllables of words (e.g. claps name and rhythms.) Create words by substituting one sound for another (e.g. "I like to eat... Apples and Bananas, Opples and Bononos." Participate in rhyming games (e.g. going on a bear hunt and find something that rhymes with sock).	Play rhyme games. Have your child say a word and you supply the rhyming word (i.e. child - "dog," parent "hog." Choose stories with repeated phrases. Play a "clapping" game with your child's name and name of her friends. Explain how some names are short and need one clap ("Bob") and some are long and need a few claps ("Jen-ni-fer"). Make up silly nonsense words (nose, dose, rose, yose).

Look for your child to . . .	Your child may . . .	You can support your child . . .
Discriminate some sounds in words.	Attends to books that focus on specific sounds (e.g. JAMBERRY, FOX IN SOCKS, WHO'S IN THE SHED).	Introduce books on tapes and computer programs. These items will allow your child to hear stories, read along, rhyme, etc.
	Perceives differences between similar sounding words (e.g. "coat and goat," "three and free").	Play "I Spy" "I spy something that begins with D like Dana, and rhymes with log (dog)."
	Experiment with language sounds (like ssssssssnake, hissssssss, buzzzzzzzz).	
	Attend to some beginning sounds in familiar words (e.g. "That word begins like my name, David, dog.").	
	Play with repetitive sounds (e.g. snakes slither, John Jacob Jingle Heimer Schmitt).	

Reading Tips for Parents

Include reading related activities as a part of your family's daily things to do list!

- Be on alert for inexpensive books at flea markets, garage sales, used book stores, and discount tables at bookstores. Contact your local Parents as Teachers Program or family literacy program for additional resources for books.
- Visit the library often – story times and special parent-child activities are waiting for you. Look for books with your child at the library as well as asking friends, neighbors and teachers to share the names of their favorite books.
- Help your child develop a sensitivity to language in his/her understanding of the world (provide books written by or about people of different nationalities).
- Select books that match your child's age and developmental stage that show his/her culture, ethnic group, family, and special interests (cars, space, etc.). There are also books that help with adjusting to change (moving to a new home, going to a new school, etc.).
- Set aside a special time of the day to read to your child. Read at least 20 minutes every day and spend time talking about the story, pictures, and words. If you have more than one child, try to spend some time reading with each child, especially if they are more than two years apart. Pick a special "family reading time." Have available reading materials for you and allow your child(ren) to pick out something to read. Relax and enjoy while you read your own selection. "Family reading" shows your child that you value reading. Role model for your child. Children learn from others around them. Be an enthusiastic reader and writer.
- Expand your child's vocabulary. Share conversations with your child over meals, bath time, and other special times spent together. Children learn words when they are spoken often. Introduce new interesting words each day. Share the meaning of new words, especially words that are important to understanding a book.
- Know your child's unique abilities and his/her individual needs.
- Expose your child to a variety of experiences – trips to the library, museums, zoo, book stores, plays, walks in the park, or visits with friends and relatives. Include in these adventures lots of comments, questions, and answers. Record the trip and add photos.
- Be your child's best advocate. Understand what your child's preschool teacher is teaching. Ask questions about the classroom early literacy activities.
- Make sure your child has access to regular and on-going health care. Chronic, untreated middle-ear infections may delay language development, which may delay reading development.
- Television can be a great tool for literacy, too. The key is limiting what is viewed, taking time to watch together, discussing what you view, and encouraging follow-up reading. There are some literacy-focused segments on TV as well. Many experts suggest that children watch no more than 10 hours of TV each week. **Note:** Captioned television shows can be helpful with children who are deaf, hard of hearing, studying English as a second language, or having difficulty learning to read.

Literacy Links for Parents

For more information on reading with your child:

Hart, B. & Risley, T. (1995). "Meaningful Differences in the Everyday Experiences of Young American Children." Baltimore: Paul H. Brookes Publishing Co.

Neuman, Susan B.; Copple, Carol; & Bredekamp, Sue; 2000. "Learning to Read and Write." Washington D.C. National Association for the Education of Young Children.

Trelease, Jim (1995). The Read-Aloud Handbook. Penguin

Center for the Improvement of Early Reading (CIERA) – www.ciera.org

Federal Even Start Family Literacy – www.ed.gov

HIPPY – www.hippyusa.org

International Reading Association – www. nifl.gov

LIFT-Missouri (Literacy Investment for Tomorrow) – www.lift-missouri.org

Missouri Department of Elementary and Secondary Education – www.dese.state.mo.us

Missouri Head Start Collaboration Office – www.moheadstart.org

National Center for Family Literacy – www.famlit.org

National Center for Learning Disabilities – www.ncld.org

National Institute for Literacy – www.nifl.gov

Parents as Teachers National Center – www.patnc.org

PBS – www.pbs.org

National Research Council (Preventing Reading Difficulties in Young Children) – www.nas.edu or www.4nationalacademies.org

National Research Council (Starting Out Right: A Guide to Promoting Children's Reading Success) – www.nas.edu or www.4nationalacademies.org

ParentLink – outreach.Missouri.edu/parentlink

Practical Parenting Partnerships – www.pppct.org

Reading is Fundamental – www.rif.org

U.S. Department of Education – America Reads Program – www.ed.gov

Resources for Children

Alphabet Books ***Dr. Seuss's ABC; Chicka, Chicka, Boom, Boom*** - Bill Martin *and* John Archambault; ***The Handmade Alphabet*** - Laura Rankin; ***Potluck*** - Anne Shelby.

Bed Time Books ***Bayou Lullaby*** - Kathi Appelt; ***Barnyard Lullaby*** - Frank Asch; ***The Night Kiss*** - Jim Ayleworth; ***Good Night Moon*** - Margaret Brown; ***Hush! A Thai Lullaby*** - Minfong Ho; ***Sleep Rhymes Around the World*** - Jane Yolen.

Computer Programs Living Books: Interactive Animated Stories (each program comes with a matching book.) ***Just Grandma and Me, The Cat and the Hat, Arthur's Birthday, Dr. Suess's ABC.*** May include versions in Spanish, French, and German. Other computer programs - ***Bailey's House, Let's Go Read an Island Adventure.***

Concept Books ***Count on Your Fingers African Style*** - Claudia Zaslavsky; ***Five Little Monkeys Jumping on the Bed*** - Eileen Christelow; ***Animal Babies*** - Eve Spencer; ***Mojo Means One: Swahili*** - Muriel Feelings; ***Bicycle Race*** - Donald Crews; ***Ten, Nine, Eight*** - Molly Bang; ***We Read A to Z*** - Donald Crews; ***Anno's Counting Book*** - Mitsumasa Anno; ***Red, Blue, Yellow Shoe*** - Hoban; ***Feelings*** - Aliki; ***The Shape of Things*** - Dayle Ann Dodds; ***Today I Feel Silly and Other Moods That Make My Day*** - Jamie Lee Curtis; ***The Z That Was Zapped*** - Chris Van Allsburg; ***ABC Pop!*** - Rachel Isadora; ***Counting Kids*** - Kim Golding; ***One, Two, Three, Oops!*** - Michael Coleman; ***Mouse Count*** - Ellen Stoll Walsh.

Family Celebrations ***Honey, I Love and Other Love Poems*** - Eloise Greenfield; ***Tar Beach*** - Faith Ringgold; ***The People Could Fly*** - Virginia Hamilton; ***Sweet Potato Pie*** - Anne Rockwell.

Multiple-Language ***Alphabet Times Four*** - Ruth Brown; ***Family Pictures*** - Carmen Lomas Garza; ***Seya's Song*** - Ron Hirschi; ***In the Park*** -Huy Voun Lee; ***Dumpling Soup*** - Kim Jama Rattigan; ***Carlos and the Squash Plant*** - Jan Romeros Stevens.

Wordless Books Contains no words, the story is told entirely with pictures arranged in sequence. ***Do You Want to be My Friend?*** - Eric Carle; ***Pancakes for Breakfast*** - dePaola; ***A Boy, a Dog and a Frog*** - Mayer Mercer; ***School*** - Emily McCully; ***Deep in the Forest*** - Brinton Turkle; ***Rosie's Walk*** - Pat Hutchins; ***Moonlight*** - Jan Ormerod; ***A Birthday Wish*** - Ed Emberley; ***Ah-Choo!*** - Mercer Mayer.

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Picture Books ***Alexander and the Terrible, Horrible, No Good, Very Bad Day*** - Judith Viorst; ***The Very Hungry Caterpillar*** - Eric Carle; ***What's Under My Bed?*** - James Stevenson; ***Where the Wild Things Are*** - Maurice Sendak; ***Thomas Snowsuit*** - Robert Munsch; ***Snuffy*** - Dick Bruna; ***No Jumping on the Bed*** - Tedd Arnold; ***Madeline*** - Ludwig Bemelmans; ***If You Give a Mouse a Cookie*** - Laura Numeroff; ***The Giving Tree*** - Shel Silverstein; ***A House is a House for Me*** - Mary Ann Hoberman; ***The Snowy Day*** - Ezra Jack Keats; ***A Chair for My Mother*** -Vera B. Williams; ***A Ride on Mother's Back*** - Emery & Durga Bernhard; ***Kinda Blue*** - Ann Grifalconi; ***The Mitten*** - Jan Brett; ***Carlos and the Squash Plant (Carlos y la planta de calabaza)*** - Jan Romero Stevens; ***The Story of Ruby Bridges*** - Robert Coles.

Poetry/Rhymes ***Shake It to the One That You Love the Best: Play Songs and Lullabies from Black Musical Traditions*** - Cheryl Warren; ***10 Little Fingers & Other Play Rhymes & Action Songs from Latin America*** - Jose Luis Grozco; ***Read-Aloud Rhymes for the Very Young*** - Jack Prelutsky; ***Five Little Monkeys Jumping on the Bed*** - Eileen Christelow; ***All Night, All Day: A Child's First Book of African-American Spirituals*** - Ashley Bryan; ***Brown Bear, Brown Bear, What Do You See?*** - Bill Martin Jr.; ***Hey Diddle Diddle*** - Marilyn Janovitz; ***Hickory Dickory Dock and Other Nursery Rhymes*** - Carl Jones; ***The Sky Is Not so Far Away*** - Margaret Hillert; ***Peanut Butter and Jelly: A Play Rhyme*** - Nadine Westcott.

Predictable Books Contain word or sentence patterns that are repeated often enough to enable children to predict their appearance. ***Brown Bear, Brown Bear, What Do You See?*** - Bill Martin Jr.; ***Are You My Mother?*** - P.D. Eastman; ***Do You Want to be My Friend?*** - Eric Carle; ***Fat Mouse*** - Harry Stevens; ***Goodnight Moon*** - Margaret Wise Brown; ***It Looked Like Spilt Milk*** - Charles Shaw; ***The Little Old Lady Who Was Not Afraid of Anything*** - Linda Williams; ***Where's Spot*** - Eric Hill; ***Tikki Tikki Tembo*** - Arlene Mosel; ***The Wheels on the Bus*** - Maryann Kovalski; ***Whose Footprints?*** - Molly Coxe.

Real-Life Events/Books for the Fun of It ***Roll of Thunder, Hear My Cry*** - Mildred Taylor; ***We Are Having a Baby*** - Vicki Holland; ***Peter's Chair*** - Ezra Jack Keats; ***Moving Day*** - Tobi Tobias; ***The Three Billy Goats Gruff*** - Arnold Lobel; ***Nathaniel Willy Scared Silly*** - Judith Mattews; ***The Teeny Tiny Woman*** - Paul Galdone; ***When Sophie Gets Angry - Really, Really Angry*** - Molly Bang; ***Guess How Much I Love You?*** - Sam McBratney; ***Flossie and the Fox*** - Patricia McKissack; ***Pig in the Mud in the Middle of the Rud*** - Lynn Plourde; ***Picky Mrs. Pickle*** - Christine Schneider; ***Caps for Sale*** - Esphyr Slobodkin; ***Oonga Boonga*** - Frieda Wishinsky; ***Shake My Sillies Out*** - Raffi; ***There Was an Old Lady Who Swallowed a Fly*** - Simms Tabak; ***Badger's Parting Gifts*** - *Susan Varley, I Have a Loose Tooth* - Sally Noll; ***Just Like Me*** - Barbara Neasi.

In addition:

Visit the Parents as Teachers National Center at www.PATNC.org for a suggested reading list for infants to children five years of age.

Resources

- AMERICA READS CHALLENGE: Read•Write•Now Partners Group (1998). Checkpoints for progress in reading and writing for families and Communities. U.S. Department of Education, Washington, D.C.
- Burns, M. Susan; Griffin, Peg; Snow, C.E. (Eds.) 1999. "Starting out right: Guide to Promoting Children's Reading Success." National Academy Press, Washington, DC.
- National Institute for Literacy (NIFL), the Center for the Improvement of Early Reading Achievement (CIERA) and U.S. Department of Education (2001). Put reading first. National Institute for Literacy at ED Pubs, Jessup, Maryland.
- Neuman, Susan B.; Copple, C.; & Bredekamp, S.; 2000. "Learning to Read and Write." Washington D.C. National Association for the Education of Young Children.
- Trelease, Jim (1985). The Read-Aloud Handbook. Penguin Books. New York, New York.

Special Notes

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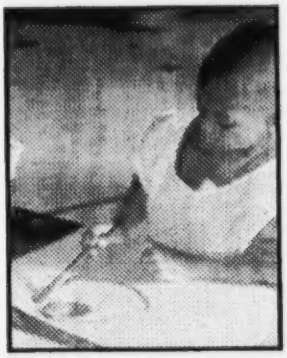

Manual Para Padres de Educación Preescolar de Alfabetización

Missouri Department of Elementary and Secondary Education ■ Early Childhood Section

PS 031670

El Departamento de Educación
Primaria y Secundaria
aprecia la cooperación
del Centro de Padres Como Maestros
en el desarollo de este manual.

Special thanks to Karen Johnson,
Instructional Specialist,
Migrant English Language Learning,
for translating this handbook into Spanish.

Para más copias de este manual, llame al Departamento de Educación Primaria y Secundaria en la sección Preescolar (Early Childhood) al 1-573-751-2095 o en el Centro Nacional de Padres Como Maestros (Parents As Teachers) al 1-866-PAT-4YOU o 1-866-728-4968.

Introducción

Por favor reunase con nosotros en esta iniciativa de educación preescolar de alfabetización por ser el primer y el más importante maestro de alfabetización de su hijo. Como padre usted es el primer maestro de su hijo y ese papel es importante. El aprendizaje de leer y escribir son logros esenciales para el éxito de su hijo en la escuela y en su vida en el futuro. El Departamento de Educación Primaria y Secundaria de Missouri junto con un grupo conocido de individuos quienes representan la comunidad preescolar de Missouri han desarollado unos requisitos que la mayoría de los niños deben saber y hacer para cuando entran al kinder. La intención de los requisitos es de que los padres, los educadores de padres, los que cuidan a niños, Head Start, y maestros de escuelas públicas y privadas los usen en una variedad de situaciones. Se encuentran de acuerdo con los nuevos estudios y las recomendaciones de los otros estados e iniciativas nacionales.

Los niños no aprenden de la misma manera. Al mismo tiempo que reconocemos que los adultos son individualmente diferentes, tambien reconocemos que la variedad entre los niños es normal. La intención de los estanderes no es para determinar si un niño esta "listo" para entrar al kinder sino que son metas para adultos con motivo de apollar el desarollo del alfabetismo de los niños preescolares.

Como padre, según la manera que actua con su hijo, usted puede contruir una base para que su hijo sea una persona que lee y escribe. Cuando uno lee a su hijo diariamente lo introduce a una variedad de palabras y le enseña que el leer es divertido. Cuando lee, habla o esta escuchando a su hijo lo esta ayudando a desarollar habilidades positivos de alfabetización. Este manual comparte información acerca del desarollo de las habilidades importantes y las estrategias basadas en la investigación que demuestra como darles el mejor empiezo preescolar de habilidades de alfabetización. Lo más importante es que usted y su hijo disfruten cada encuentro de leer y escribir.

Animamos a los padres a trabajar juntos con la maestra preescolar, la persona que cuida a su hijo o cualquier educador para ayudarle a su hijo a desarollar las habilidades, atitudes y hábitos necesarios para leer y escribir con éxito. El resultado de padres y maestros que trabajan juntos es una diferencia positiva en el desarollo del niño. Esperamos que los recursos y actividades en este manual le beneficia a su familia y que nuestros esfuerzos y los suyos resultan en que todos los niños entran al kinder listos a triunfar.

Hay una sección de recursos en este manual. Cuando ustedes participan en las actividades de alfabetización con su hijo estos recursos les ayudarán con nuevas ideas y una variedad de libros que explorar. Usted será parte de la base para que su hijo lea toda la vida.

Estanderes (Metas) para la Alfabetizaciónde los Años Preescolares

Los siguientes son los estanderes (metas) para la alfabetización preescolar identificados por la sección preescolar del Departamento de Educación Primaria y de Secundaria Missouri.

- Representa sentimientos e ideas en una variedad de maneras.
- Usa lenguaje para comunicar ideas, sentimientos, preguntas o para resolver problemas.
- Escucha por diferentes razones.
- Escribe para expresarse y comunicarse.
- Aplica las habilidades preescolares de leer.
- Presta atención a los sonidos del lenguaje.

Estanderes para la Alfabetización

Preescolar (Metas)

Representa sentimientos e ideas en una variedad de maneras.

Quiere que su hijo ...	**Tal vez su hijo ...**
Represente sus sentimientos e ideas por medio de los juegos de imaginación.	Se imagina ser bombero, doctor, madre, padre, etc. Coopera cuando juega con otros (ejemplo: los niños trabajan juntos mientras construyen un castillo con ladrillos.) Crea temas con otros (ejemplo: "Yo soy la mamá y tu eres el bebé cuando vamos de compras"). Demuestra emociones cuando juega. "Yo soy el doctor, lo siento que estás enfermo." **Usted puede apollar a su hijo ...** Describa con palabras lo que ha hecho, ha aprendido, ¿Estas cocinando, qué estas haciendo? Use paquetes vacios que tiene en la casa para jugar (de juguetes, comida, revistas, etc.). Sea modelo del lenguaje que use su hijo. Su hijo imagina que va manejar un carro, usted podrá decir, "¿Vamos a ir por gasolina? vroom vroom."
Quiere que su hijo ...	**Tal vez su hijo ...**
Represente sus sentimientos e ideas por medio del movimiento.	Demuestra que se va a mover, correr, saltar, gatear, patinar, etc. como elefante, un avión, bailador, pájaro, etc. Expresa sus sentimientos por medio del movimiento (ejemplo: salta con entusiasmo o mueve los pies con frustración). **Usted puede apollar a su hijo ...** Dile a su hijo "vuela como un pájaro" o "camine como un elefante."

Quiere que su hijo ...	Tal vez su hijo ...
Represente sus sentimientos e ideas por medio de la música.	Responde a diferentes clases de musica (ejemplo: marcha con la música, se relaja con la musica calmada). Con otros, canta canciones favoritas, recita rimas o juega juegos con los dedos. Cree música y canciones (ejemplo: cambia las palabras de canciones conocidas y se imagina tocar instrumentos). **Usted puede apoyar a su hijo ...** Anime a su hijo a que se mueve al sonido de la música. Haga instrumentos y crea canciones juntos. Ponga música calmada durante la cena. Crea sus propias canciones usando sus manos con aplausos.
Quiere que su hijo ...	**Tal vez su hijo ...**
Represente sus sentimientos e ideas por medio del arte y construcción.	Dibuja y pinta pinturas y habla de sus pinturas. Construye con madera, LEGOs, etc. y dice, "hice un castillo." Responde a otros cuando le preguntan acerca de una construcción o un dibujo. **Usted puede apoyar a su hijo ...** Dile a su hijo, "Cuenteme de su dibujo." Deletrea las cosas del dibujo. Busca cajas vacillas que tienen en la casa. Con su hijo, contruye o crea cosas y animelo a describir sus creaciones.

Estanderes para la Alfabetización

Preescolar (Metas)

Usa lenguaje para comunicar sus ideas, sentimientos, preguntas o para resolver problemas.

Quiere que su hijo ...	Tal vez su hijo ...
Comunique en el idioma de la casa y todos lo comprenden.	Usa el ingles, español, simbolos o algun idioma indigena para una variedad de motivos. Comunica necesidades personales, preferencias, y sentimientos con lenguaje. **Usted puede apoyar a su hijo ...** Preserve el idioma de su casa pero trabaje con la escuela de su hijo para asistirlo con las habilidades necesarias para la participación en la cultura de la escuela. Celebre la diversidad de su hijo y uselo como un recurso con todos los niños. Comparte libros/cuentos que reflejan su herencia cultural y el de otros. Su hijo bilingue beneficiará de cuentos en dos idiomas.
Quiere que su hijo ...	**Tal vez su hijo ...**
Use el lenguaje para imaginar o crear.	Crea palabras o acciones como si fuera la personalidad de un cuento o de la televisión. Crea rimas o canciones. Cuenta cuentos verdaderos o imaginados. **Usted puede apoyar a su hijo ...** Crea palabritas locas, cuentos y juegos que incluyen rimas. Use canciones durante las actividades diarias (lavando las manos, etc.). Anime a su hijo a presentar los personajes de los cuentos con palabras. Comparte cuentos de la familia y cuentos folklóricos. Le beneficia a los niños saber que algunos cuentos son verdaderos. Use titeres y juguetes cuando cuenta cuentos. Participe en la hora de cuentos en la biblioteca. Haz libros juntos. Incluye el nombre de su hijo como el autor y el ilustrador.

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Quiere que su hijo ...	Tal vez su hijo ...
Inicia y responde apropiadamente con conversación y discusiones con adultos y niños.	Pregunta y responde a preguntas para obtener información o para resolver problemas. Responde a los sentimientos de otros y expresa sus preocupaciones. Comparte información y da instrucciones mientras juega. Participa en conversaciones y espera su turno. Pregunta ¿Porqué? ¿Qué? ¿Cuándo? y ¿Dónde? **Usted puede apollar a su hijo ...** Provea oportunidades para que su hijo hable de sus observaciones, dicta cuentos, dibuja, hace preguntas y expresa sus preocupaciones.
Quiere que su hijo ... Usa frases completas con una variedad de duración.	**Tal vez su hijo ...** Usa palabras que describen (ejemplo: palabras de colores, tamaños, formas). **Usted puede apollar a su hijo ...** Extienda las frases de su hijo (ejemplo: si su hijo dice "Allí hay un camión." Usted dirá, "Sí allí hay un camión grande y azul."

Estanderes para la Alfabetización

Preescolar (Metas)

Escucha por diferentes razones.

Quiere que su hijo ...	Tal vez su hijo ...
Sigue direcciones sencillos.	Sigue direcciones de dos pasos, "Por favor guarde sus crayolas y vaya a la puerta." Sigue direcciones de tres pasos, "Por favor, guarde sus juguetes, cepille los dientes y pon tu camisa verde." **Usted puede apollar a su hijo ...** Juegue juegos que requieren direcciones específicas como "Simon dice." Cocine juntos. Escriba las recetas usando palabras y dibujos. Haz un gráfico de trabajos (ejemplo: cepille los dientes, guarde los juguetes) que incluye palabras y dibujos.
Quiere que su hijo ... Escucha con responsabilidad a libros y cuentos.	**Tal vez su hijo ...** Responde a los libros y cuentos con gestos de la cara y el cuerpo (sonriendo, riendo, etc.). Responde verbalmente al cuento a texto. **Usted puede apollar a su hijo ...** Haz que la experiencia de leer sea agradable para su familia. Demuestre interez en las actividades de leer con su hijo. No se olvide de comentar sobre los gestos apropiados de su hijo y preguntarle porque le gustó el cuento. Mientras que leen juntos haz preguntas sobre lo que han leído. Hable de los personajes, lugares y eventos del cuento. Preguntele quién era su personaje, animal o parte favorita del cuento.

Quiere que su hijo ...	Tal vez su hijo ...
Escuche y participe en conversación con otros.	Responde apropiadamente a las palabras de las personas con quien intercambia ideas, comentarios y preguntas. **Usted puede apollar a su hijo ...** Participe en conversaciones con su hijo mientras que comen o cuando están juntos.
Quiere que su hijo ... Responda a las preguntas.	**Tal vez su hijo ...** Responde a las preguntas sencillas (ejemplo: ¿Qué haras si te caes de tu bicicleta y te hieres la rodilla?). **Usted puede apollar a su hijo ...** Diario, haz preguntas a su hijo en una manera sencilla (ejemplo: ¿Qué hiciste hoy?). Pregunte sobre los cuentos que leen juntos (ejemplo: ¿Por que le dió su pelota favorita a su amigo?). Pregunte con motivo de hacer conecciones de un event de la familia con un evento similar en un cuento que están leyendo (ejemplo: ¿Te recuerdas cuando fuimos a un "picnic" en el parque?).

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Estanderes para la Alfabetización

Preescolar (Metas)

Usa escritura como un medio de expresión y comunicación.

Quiere que su hijo ...	Tal vez su hijo ...
Experimente con herramientas y materiales necesarias para escribir.	Demuestra un empiezo con la escritura, el dibujo y las herramientas de arte (pinceles, lapiz, tiza o plastilina). **Usted puede apollar a su hijo ...** Provea materiales que animan a su hijo a escribir y dibujar. Deje notitas para su hijo en la casa (ejemplo: buenos dias, te quiero, lo siento, ten un buen dia, etc.). Tal vez te escribeati Provea un lugar especial para dibujar/herramientas para dibujar y materiales. Animelo a haer tarjets de cumpleaños, dibujar, etc.
Quiere que su hijo ... Use circulos, formas, dibujos y letras para escribir.	**Tal vez su hijo ...** Escribe simbolos que parecen letras o escritura. Escribe algo y pregunta a alguien que lo lea. Trata de escribir por una variedad de razones (listas, mensajes, cuentos). Escribe como parte de sus juegos, el niño tal vez dirá, "Esta es mi lista para la comida." **Usted puede apollar a su hijo ...** Demostrale a su hijo como usted usa notas y listas. Deje que su hijo escriba una lista para los comestibles o una lista de que haceres. Lea la lista en voz alta. Demuestre el trabajo de su hijo en la casa.

Quiere que su hijo ...	Tal vez su hijo ...
Le cuente a otros sobre el sentido de sus dibujos y lo que escribe.	Usa la escritura para comunicar ideas e información. Le dice a un amigo mientras estan jugando, "Le voy a dar una multa, estas manejando muy rápido." Usa símbolos y dibujos para expresar sus pensamientos, sentimientos e ideas. Tal vez su hijo escribe o dibuja de una experiencia. **Usted puede apollar a su hijo ...** Determine un tiempo especial cada dia donde demuestra y hablan de los dibujos y escrituras con toda la familia. Anime a su hijo a escribir o dibujar sobre una experiencia en el parque zoológico o en el parque.
Quiere que su hijo ...	**Tal vez su hijo ...**
Use una variedad de recursos para facilitar lo que escribe.	Pide ayuda con su escritura. Trata de copiar letras y palabras del ambiente (ejemplo: de cajas de cereal, nombres, letreros de la calle, logos, libros, etc.). **Usted puede apollar a su hijo ...** Lean revistas juntos y escriban palabras para las fotos. Anime a su hijo que escriba con un propósito (ejemplo: "Vamos a escribir una carta a abuelita. ¿Quieres escribir una tambien?). Use una pizarra para dejar mensajes para toda la familia, o use letras magnéticas en su refrigerador para escribir palabras mientras que esta preparando la comida. Introduzca una variedad de la letra escrita a su hijo (ejemplo: libretas de apuntes, calendarios, relojes, recibos, periódicos,directorios telefónicos, etc.).

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Estanderes para la Alfabetización

Preescolar (Metas)

Aplica habilidades preescolares al leer.

Quiere que su hijo ...	Tal vez su hijo ...
Demuestra interés en leer y en los libros.	Reconoce y frequentemente pide sus libros favoritos. Solamente escoje libros y los "lee." Responde a y habla de los dibujos en los libros. **Usted puede apollar a su hijo ...** Anime a su hijo cuando trata de leer. Participe en conversaciones mientras que leen juntos y haga una conección entre el libro y las experiencias y la vida de su hijo. Lea libros con repeticiones como "Brown Bear, Brown Bear" deje que su hijo repite las palabras. Ofresca una variedad de libros, especialmente libros sin palabras y animelo a que fabrique sus propios cuentos con los dibujos. Lleva a su hijo a la biblioteca con frequencia. Visiten a las librerias especialmente cuando tienen la hora de leer. Empieze a mejorar la biblioteca de su casa. Ofresca un lugarcito especialmente para su hijo.

Quiere que su hijo ...	Tal vez su hijo ... / Usted puede apoyar a su hijo ...
Demuestra habilidades de cuidado de los libros.	Demuestra las mecánicas de cómo mantener un libro mientras lo lee, como pasar de una página a otra. Demuestra como se lee cada página de arriba hacia abajo de la izquierda a la derecha. **Usted puede apoyar a su hijo ...** Deje que su hijo manipule el libro. Explore con su hijo el funcionamiento del libro. Hable acerca del portador del libro, lea en voz alta, el nombre del autor, del ilustrador, introduzca los personajes y cuente un poco sobre el cuento (ejemplo: "Mire el portador de que piensas es el libro.").
Imagina leer libros sencillos y repetitivos o trata de leer el cuento contigo.	**Tal vez su hijo ...** Repite frases repetitivas como aserín, aserán, los maderos de San Juan. Usa fotos o el ambiente para ayudar con la comprensión. Empieza a leer libros sencillos, libros sin palabras, libros con rimas, libros con repetición y recrea el cuento de memoria con ayuda de fotos. **Usted puede apoyar a su hijo ...** Anime a su hijo a leer libros sin palabras y a crear un cuento juntos. Lean libros repetitivos con dibujos que repiten palabras en el cuento. Lean el mismo libro varias veces. Ya al conocer el libro tratará de leerlo solo. Provea ropa y acesorios para jugar juegos imaginativos.
Responde al texto.	**Tal vez su hijo ...** Identifica objetos por medio de ilustraciones. Habla sobre y expresa emoción al reaccionar al texto. Hace predicciones y usa fotos como guía (ejemplo: creo que va a caer). Usa una voz para el personaje y lee como si fuera el monstruo con voz de monstruo. **Usted puede apoyar a su hijo ...** Haz preguntas y responda apropiadamente cuando su hijo habla sobre los cuentos. Provea libros donde su hijo abre puertitas o mira detras de las puertas.

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Quiere que su hijo ...	Usted puede apoyar a su hijo ...
Responde al texto. *(continuación)*	Al leer libros repetitivos, pregunte a su hijo sobre que cree que va a suceder. Mientras leen, use la cara y cambie la voz para darle vida a los personajes. Ayude a su hijo a entender la información que faltará o que crea confusión.
"Lea" letras y símbolos ambientales.	**Tal vez su hijo ...** Reconoce letreros de restaurantes y tiendas (ejemplo: McDonald's, Kmart, etc.). Reconoce logos de productos (ejemplo: Cheerios, Barbie, LEGO). Reconoce letreros ambientales (ejemplo: Pare, Caballeros, Damas, Salida, etc.). **Usted puede apoyar a su hijo ...** Preguntele a su hijo que busque letras en latas, cajas de comida, proviciones o en otros artículos de la casa. Demuestre letras ambientales mientras maneja a la escuela o durante una excursión. Crea un libro de las cajas de cereal. Recorte los anuncios con letras que reconoce y juntelos a crear un libro. Permite que su hijo ayude con guardar los comestibles y animele a leer las etiquetas, las cajas y paquetes mientras que los guarde.
Identifique algunas letras del alfabeto.	**Tal vez su hijo ...** Identifique las letras de su nombre. Tal vez identifica algunas letras en las palabras importantes para él (p. ejem. "g" galleta, "p" perro, "m" mamá). **Usted puede apoyar a su hijo ...** Haz un libro del alfabeto o un album de recortes del alfabeto. Haz un cartel del alfabeto para colgar en la habitación de su hijo. Use letras magnéticos para jugar un juego de clasificación. Juntos busquen las letras con líneas rectas. Haz letras con la masa de galleta, cocínela y comela. Demuestre el uso de letras ambientales. "Carlitos, Cheerios es mi cereal favorito, tiene una C grande y tiene la forma de un círculo.

Quiere que su hijo ...	Tal vez su hijo ...
Reconozca que la escritura representa palabras habladas.	Reconozca su nombre escrito. Sabe que la etiquetta con la palabra "silla" colocada en una silla significa "silla." Mira a las palabras de un libro y "lee" el cuento. Reconoce que una letra es diferente que una palabra. **Usted puede apollar a su hijo ...** Use el nombre de su hijo en un cuento y actividad. Escriba las letras del nombre de su hijo en un papel y en voz alta pronuncie las letras al escribirlas. Deletrea su nombre y el de su hijo en la puerta de la refrigeradora. Con su dedo demuestre las letras mientras las lee en voz alta. Siga las letras con su dedo mientras lee de la izquierda hacia la derecha.
Quiere que su hijo ...	**Tal vez su hijo ...**
Desarolle un sentido al cuento.	Cuenta un cuento usando dibujos. Reconoce las variaciones al recrear un cuento. Predice el resultado de los cuentos. Lee los cuentos varias veces. Cuenta un cuento con principio, intermedio y culminación. Dicta un cuento para que alguien lo escriba. Cuenta un cuento basado en una experiencia personal, de la imaginación, de un sueño y de los cuentos de un libro. Recuerda información acerca de los personajes y eventos en un cuento. **Usted puede apollar a su hijo ...** Anime a su hijo a recordar experiencias y a describir eventos. Preguntale "Y entonces, ¿Qué pasó?" para darle ganas de continuar. Crea una jornada que incluye descripciones de sus excursiones favoritos. Incluye fotos y dibujos. Anime a su hijo a dictarle un cuento y despues ilustrelo. Añadele comentarios como: "Me gusta mucho como empesaste el cuento"... "Me encanta como termina tu cuento."...."Qué lindo que el niño encontró su perrito." Deje que su hijo comparte sus actividades del día durante la hora de la cena.

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Estanderes para la Alfabetización

Preescolar (Metas)

Es atento a los sonidos del lenguaje.

Quiere que su hijo ...	Tal vez su hijo ...
Repite rimas, canciones sencillas, poemas y juegos con los dedos.	Habla o canta rimas infantiles como Aserin, aserán. Canta canciones sencillas como ... los pollitos dicen pio,pio, pio. Recita poemas o juegos con los dedos como. Arroz con leche me quiero casar .... **Usted puede apollar a su hijo ...** Cante rimas infantiles, canciones sencillas o un poema favorito de su hijo. Déjelo inventar una canción rap y grábelo. Presente una producción despues de la cena para la familia. Enseñe rimas, canciones usando el nombre de su hijo de un mascota, etc.
Quiere que su hijo ...	**Tal vez su hijo ...**
Participe en juegos de palabras.	Aplaude con las sílabas de las palabras (ejemplo: aplaude con su nombre y rimas). Crea palabras al substituir un sonido por otro (ejemplo: "Me gusta comer manzanas y bananas, monzonos y bononos."). Participa en juegos de rimas (ejemplo: "Voy a cazar un oso y voy a ponerlo en un ..." dile que busque algo que rima con oso). **Usted puede apollar a su hijo ...** Juega juegos con rimas. pídele a su hijo que diga una palabra y usted encuentra la palabra que rime . (ejemplo: hijo – "casa", padre – "pasa"). Escoja cuentos con frases repetidas. Juega un juego de aplausos con el nombre de su hijo y los nombres de sus amigos. Explicale que algunos nombres tienen un aplauso como "Juan" pero otros tienen más, como " Jen-ni-fer." Crea palabras tontitas como papa, lapa, silla, rilla.

Quiere que su hijo ...	Tal vez su hijo ...
Discimina entre los sonidos de algunas palabras.	Se interesa en libros que se enfocan en sonidos especiales (ejemplo: Jamberry, Fox in Socks, Who's in the Shed?).
	Percibe diferencias entre sonidos similares (ejemplo: ojo, oso, tres, pues).
	Experimenta con sonidos del lenguaje como sssssssssserpiente y zzzzzzzzum.
	Se fija en los sonidos al principio de las palabras conocidas (ejemplo: Esa palabra empieza como mi nombre, Pedro, perro).
	Juega con sonidos con repetición (ejemplo: aserín aserán los maderos de San Juan).
	Usted puede apollar a su hijo ...
	Introduzca libros en cinta o en programas de la computadora. Esto ayudará que su hijo escuche cuentos, lea junto con la grabación, rima, etc.
	Juega "Yo espio". Yo espio algo que empieza con C como casa y rima con mamá.

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Información de Lectura Para los Padres

Incluye actividades de lectura como parte de la vida cotidiana de la familia.

- Busque libros baratos en las pulgas, ventas "garage sales," tiendas de libros usados y mesas de descuento en las librerías. Hable con el programa de Parents as Teachers en su area o programas de alfabetización para recursos de libros.
- Visite con frecuencia la biblioteca, hora de cuentos y actividades especiales para padres e hijos les están esperando. Escoje libros con su hijo en la biblioteca y tambien pregunte a amigos, a vecinos y a maestros por los nombres de sus libros favoritos.
- Ayude a su hijo a desarollar una sensibilidad al lenguaje que le ayuda entender el mundo (provee libros escritos por y sobre personas de diferentes nacionalidades).
- Escoja libros según la edad de su hijo y la etapa de su desarollo que demuestra su cultura, su grupo étnico, familia e intereses especiales (carros, el espacio, etc.). Tambien hay libros que ayudan a acostumbrarse a un cambio en su vida. (cambio a una casa nueva, ir a una nueva escuela).
- Busque un tiempo especial cada día para leer con su hijo. Lea por lo menos 20 minutos cada día y pase el tiempo hablando del cuento, los dibujos y las palabras. Si tienes más que un hijo, trate de pasar el tiempo leyendo con cada hijo, especialmente si tienen más de dos años de diferencia. Escoja un tiempo para "Leyendo con la familia." Tenga disponible materiales para que puede escojer algo que leer. Relajese y diviertese mientras leen la selección entera. "Leyendo con la familia" demuestra a su hijo que valoras leer. Sea modelo para su hijo. Los niños aprenden por medio otros que les rodean. Tenga entusiásmo mientras lee y escribe.
- Desarolle el vocabulario de su hijo. Comparte conversaciones con su hijo durante la hora de la comida, cuando se baña y otros tiempos especiales cuando están juntos. Los niños aprenden nuevas palabras cuando los oyen con frecuencia. Introduzca palabras nuevas e intersantes cada día. Expliquele que quieren decir especialmente las palabras que son importantes para entender un nuevo libro.
- Conozca las habilidades y necesidades individuales de su hijo.
- Ofresca una variedad de experiencias a su hijo, viajes a la biblioteca, museos, al parque zoológico, a la librería, al teatro, caminatas por el parque o visitas con amigos y parientes. Durante estas aventuras incluye comentarios, preguntas y respuestas. Escriba sobre su viaje e incluye fotos.
- Sea la mejor defensa de su hijo. Comprenda que es lo que está enseñando la maestra preescolar. Haz preguntas sobre las actividades de alfabetización de la clase.

- Esté seguro de que su hijo tenga el mejor cuidado de salúd. Infecciones graves de los oidos que no se resuelven puede demorar el desarollo del lenguaje que puede ser causa de problemas con el desarollo de la habilidad de leer.
- La televisión puede ser una herramienta para la alfabetización. La clave es limitar el tiempo, mirarlo juntos, hablar sobre lo que están mirando y animar a su hijo a leer acerca de lo que vieron. Hay programas que se enfocan en la alfabetización. Las sugerencias de los expertos indican que los niños no deben mirar más de 10 horas cada semana. Nota: Los programas con titulos son beneficiosos para niños sordos, los que no oyen bién, los que estan estudiando el inglés como segundo idioma o los que tienen problemas con leer.

Vinculos de Alfabetización Para Padres

Para mas información acerca de leer con su hijo:

Hart, B. & Risley, T. (1995). *Meaningful Differences in the Everyday Experiences of Young American Children*. Baltimore: Paul H. Brookes Publishing Co.

Neuman, S.B.; Copple, C.; & Bredekamp, S. (2000). *Learning to Read and Write*. Washington, D.C.: National Association for the Education of Young Children.

Trelease, J. (1995). *The Read-Aloud Handbook*. New York, New York: Penguin.

Center for the Improvement of Early Reading Achievement (CIERA) — www.ciera.org

HIPPY — www.hippyusa.org

National Institute for Literacy — www. nifl.gov

LIFT-Missouri (Literacy Investment for Tomorrow) — www.lift-missouri.org

Missouri Department of Elementary and Secondary Education — dese.mo.gov

Missouri Head Start Collaboration Office — www.moheadstart.org

National Center for Family Literacy — www.famlit.org

National Center for Learning Disabilities — www.ncld.org

National Institute for Literacy — www.nifl.gov

Parents as Teachers National Center — www.patnc.org

PBS — www.pbs.org

National Research Council (Preventing Reading Difficulties in Young Children and Starting Out Right: A Guide to Promoting Children's Reading Success) — www.nas.edu or www4nationalacademies.org

ParentLink — outreach.Missouri.edu/parentlink

Practical Parenting Partnerships — www.pppctr.org

Reading is Fundamental — www.rif.org

U.S. Department of Education America Reads Program and Federal Even Start Family Literacy — www.ed.gov

Resources for Children

Libros del Alfabeto: *Dr. Seuss's ABC*; *Chicka, Chicka, Boom, Boom* — Bill Martin and John Archambault; *The Handmade Alphabet* — Laura Rankin; *Potluck* — Anne Shelby.

Libros Para la Hora de Dormir: *Bayou Lullaby* — Kathi Appelt; *Barnyard Lullaby* — Frank Asch; *The Night Kiss* — Jim Ayleworth; *Good Night Moon* — Margaret Brown; *Hush! A Thai Lullaby* — Minfong Ho; *Sleep Rhymes Around the World* — Jane Yolen.

Programas Para la Computadora: Libros con vida; Cuentos Animados interactivos (cada programa viene con su libro) — *Just Grandma and Me, The Cat and the Hat, Arthur's Birthday, Dr. Suess's ABC*. Es posible que tenga su versión en español, frnces y alemán. Otros programas — *Bailey's House, Let's Go Read an Island Adventure.*

Libros de Conceptos: *Count on Your Fingers African Style* — Claudia Zaslavsky; *Five Little Monkeys Jumping on the Bed* — Eileen Christelow; *Animal Babies* — Eve Spencer; *Mojo Means One: Swahili* — Muriel Feelings; *Bicycle Race* — Donald Crews; *Ten, Nine, Eight* — Molly Bang; *We Read A to Z* — Donald Crews; *Anno's Counting Book* — Mitsumasa Anno; *Red, Blue, Yellow Shoe* — Hoban; *Feelings* — Aliki; *The Shape of Things* — Dayle Ann Dodds; *Today I Feel Silly and Other Moods That Make My Day* — Jamie Lee Curtis; *The Z That Was Zapped* — Chris Van Allsburg; *ABC Pop!* — Rachel Isadora; *Counting Kids* — Kim Golding; *One, Two, Three, Oops!* — Michael Coleman; *Mouse Count* — Ellen Stoll Walsh.

Celebraciones Familiares: *Honey, I Love and Other Love Poems* — Eloise Greenfield; *Tar Beach* — Faith Ringgold; *The People Could Fly* — Virginia Hamilton; *Sweet Potato Pie* — Anne Rockwell.

Multiple-Lenguaje: *Alphabet Times Four* — Ruth Brown; *Family Pictures* — Carmen Lomas Garza; *Seya's Song* — Ron Hirschi; *In the Park* — Huy Voun Lee; *Dumpling Soup* — Kim Jama Rattigan; *Carlos and the Squash Plant* — Jan Romeros Stevens.

Libros Sin Palabras (No contienen palabras; el cuento es totalmente de dibujos en sequencia.)**:** *Do You Want to be My Friend?* — Eric Carle; *Pancakes for Breakfast* — Tomie dePaola; *A Boy, a Dog and a Frog* — Mayer Mercer; *School* — Emily McCully; *Deep in the Forest* — Brinton Turkle; *Rosie's Walk* — Pat Hutchins; *Moonlight* — Jan Ormerod; *A Birthday Wish* — Ed Emberley; *Ah-Choo!* — Mercer Mayer.

Libros de Dibujos: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* — Judith Viorst; *The Very Hungry Caterpillar* — Eric Carle; *What's Under My Bed?* — James Stevenson; *Where the Wild Things Are* — Maurice Sendak; *Thomas Snowsuit* — Robert Munsch; *Snuffy* — Dick Bruna; *No Jumping on the Bed* — Tedd Arnold; *Madeline* — Ludwig Bemelmans; *If You Give a Mouse a Cookie* — Laura Numeroff; *The Giving Tree* — Shel Silverstein; *A House is a House for Me* — Mary Ann Hoberman; *The Snowy Day* — Ezra Jack Keats; *A Chair for My Mother* — Vera B. Williams; *A Ride on Mother's Back* — Emery and Durga Bernhard; *Kinda Blue* — Ann Grifalconi; *The Mitten* — Jan Brett; *Carlos and the Squash Plant (Carlos y la planta de calabaza)* — Jan Romero Stevens; *The Story of Ruby Bridges* — Robert Coles.

Poecía/Rimas: *Shake It to the One That You Love the Best: Play Songs and Lullabies from Black Musical Traditions* — Cheryl Warren; *10 Little Fingers & Other Play Rhymes & Action Songs from Latin America* — Jose Luis Grozco; *Read-Aloud Rhymes for the Very Young* — Jack Prelutsky; *Five Little Monkeys Jumping on the Bed* — Eileen Christelow; *All Night, All Day: A Child's First Book of African-American Spirituals* — Ashley Bryan; *Brown Bear, Brown Bear, What Do You See?* — Bill Martin Jr. and Eric Carle; *Hey Diddle Diddle* — Marilyn Janovitz; *Hickory Dickory Dock and Other Nursery Rhymes* — Carl Jones; *The Sky Is Not So Far Away* — Margaret Hillert; *Peanut Butter and Jelly: A Play Rhyme* — Nadine Westcott.

Libros Previsibles (Contienen sequencias de palabras o frases repetidas para que los niños los reconozcan.): *Brown Bear, Brown Bear, What Do You See?* — Bill Martin Jr. and Eric Carle; *Are You My Mother?* — P.D. Eastman; *Do You Want to be My Friend?* — Eric Carle; *Fat Mouse* — Harry Stevens; *Goodnight Moon* — Margaret Wise Brown; *It Looked Like Spilt Milk* — Charles Shaw; *The Little Old Lady Who Was Not Afraid of Anything* — Linda Williams; *Where's Spot?* — Eric Hill; *Tikki Tikki Tembo* — Arlene Mosel; *The Wheels on the Bus* — Maryann Kovalski; *Whose Footprints?* — Molly Coxe.

Libros con eventos de la vida cotidiana y para la diversión: *Roll of Thunder, Hear My Cry* — Mildred Taylor; *We Are Having a Baby* — Vicki Holland; *Peter's Chair* — Ezra Jack Keats; *Moving Day* — Tobi Tobias; *The Three Billy Goats Gruff* — Arnold Lobel; *Nathaniel Willy, Scared Silly* — Judith Mathews and Fay Robinson; *The Teeny Tiny Woman* — Paul Galdone; *When Sophie Gets Angry — Really, Really Angry* — Molly Bang; *Guess How Much I Love You?* — Sam McBratney; *Flossie and the Fox* — Patricia McKissack; *Pigs in the Mud in the Middle of the Rud* — Lynn Plourde; *Picky Mrs. Pickle* — Christine Schneider; *Caps for Sale* — Esphyr Slobodkin; *Oonga Boonga* — Frieda Wishinsky; *Shake My Sillies Out* — Raffi; *There Was an Old Lady Who Swallowed a Fly* — Simms Tabak; *Badger's Parting Gifts* — Susan Varley; *I Have a Loose Tooth* — Sally Noll; *Just Like Me* — Barbara Neasi.

Recursos

- AMERICA READS CHALLENGE: Read•Write•Now Partners Group. (1998). *Guias para el progreso en leer y escribir para familias y comunidades.* Washington, D.C.: U.S. Department of Education.
- Burns, M.S.; Griffin, P.; Snow, C.E. (Eds.) (1999). *Starting out right: Guide to Promoting Children's Reading Success.* Washington, D.C.: National Academy Press.
- National Institute for Literacy (NIFL), the Center for the Improvement of Early Reading Achievement (CIERA) and U.S. Department of Education (2001). *Pon el leer primero.* Jessup, Maryland: National Institute for Literacy at ED Pubs.
- Neuman, S.B.; Copple, C.; and Bredekamp, S. (2000). *Learning to Read and Write.* Washington, D.C.: National Association for the Education of Young Children.
- Trelease, J. (1985). *The Read-Aloud Handbook.* New York, New York: Penguin Books.

En adición:

Visite el Parents as Teachers National Center en www.patnc.org para una lista sugerida de libros para niños de infantes hasta cinco años.

Febrero 2002

Missouri Department of Elementary and Secondary Education
Early Childhood Section
P.O. Box 480, Jefferson City, MO 65102-0480
Web site: dese.mo.gov

DESE 3270-26 9/03

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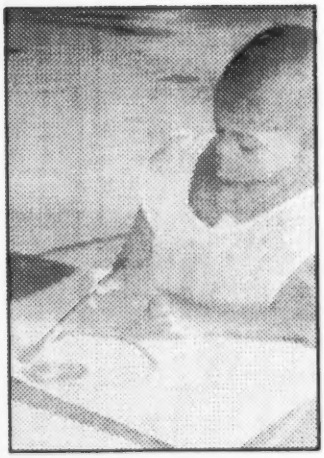
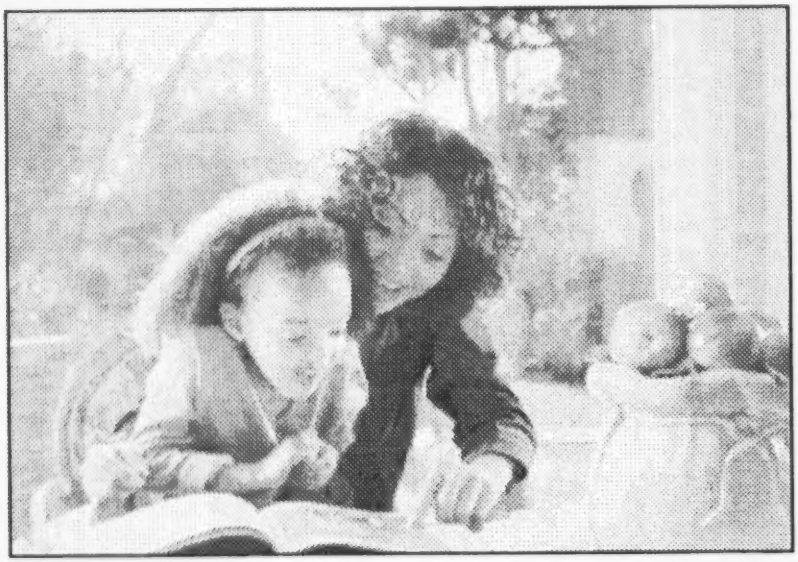


Roditeljski priručnik za ranu pismenost



Odjeljenje za osnovno i srednje obrazovanje Mizurija ■ Odjel za rano djetinjstvo

PS 031670

Odjeljenje za osnovno i srednje obrazovanje Mizurija zahvaljuje na saradnji «Parents as Teachers» Nacionalnom Centru u nastajanju ovog priručnika

Uvod

Molimo vas da nam se pridružite u ovoj inicijativi za ranu pismenost jer ste vi *prvi i najvažniji učitelj rane pismenosti* vašeg djeteta. Kao roditelj, vi ste prvi učitelj vašem djetetu, i to je važna uloga. Učenje čitanja i pisanja su osnovna dostignuća za uspjeh vašeg djeteta u školi i kasnije u životu.

Odjeljenje za osnovno i srednje obrazovanje Mizurija zajedno sa široko baziranim grupama pojedinaca koji imaju iskustvo u predstavljanju ranog obrazovanja u Mizuriju, je razvilo skup standarda o tome šta bi većina djece trebalo da znaju i da mogu uraditi do početka kindergarten nastave. Standardi su određeni za upotrebu raznih ljudi: roditelja, instruktora roditelja, zaposlenih u vrtićima, "Head Start" programu i učiteljima u državnim/privatnim školama itd., u raznim sredinama ranog obrazovanja. Oni su dosljedni aktuelnim istraživanjima i preporukama drugih državnih i nacionalnih inicijativa.

Sva djeca ne uče istom brzinom. Isto kao što priznajemo da su odrasli ljudi individualno različiti, mi takođe priznajemo da je varijabilnost kod djece normalna. Namjera standarda nije da se koriste kako bi se utvrdilo da li je dijete "spremno" da započne kindergarten, nego su to ciljevi koje roditelji trebaju koristiti u podržavanju razvoja pismenosti predškolske djece.

Kao roditelj vi možete vašom svakodnevnom interakcijom sa vašim djetetom izgraditi temelj za vaše dijete da bi ono pisalo i čitalo. Svakodnevno čitanje vašem djetetu izlaže ga raznolikosti riječi i pokazuje mu da da je čitanje zabavno! Kada mu čitate, pričate i kada slušate svoje dijete vi mu pomažete da razvije pozitivno umijeće pismenosti. Ovaj priručnik će sa vama podijeliti informacije o razvoju ovog važnog umijeća i strategija zasnovanih na istraživanju koje sugerišu kako dati svom djetetu najbolji start u umijeću pismenosti prije kindergartena. Najvažnija stvar je da vi i vaše dijete uživate u svakom susretanju sa čitanjem i pisanjem.

Podstičemo vas da kao roditelj radite sa predškolskim učiteljem vašeg djeteta, učiteljima iz vrtića, i/ili instruktorom za roditelje u pomaganju da vaše dijete razvije umijeće, stavove i navike da bi uspješno čitalo i pisalo. Roditelji i učitelji radeći zajedno mogu pozitivno uticati na razvoj djece. Naša je nada da će izvori i aktivnosti iz ovog priručnika biti od koristi vašoj porodici i da će naši i vaši napori rezultirati time da će sva djeca na početku kindergartena biti spremna da uspiju.

Takođe postoji i odjeljak o resursima u ovoj knjižici. Kada se uključite u aktivnosti pismenosti sa vašim djetetom, ovi će vam resursi pomoći da pronađete nove ideje i razne knjige koje ćete možda htjeti istražiti. Možete postaviti temelje tome da vaše dijete razvije doživotnu ljubav prema knjizi.

Za dodatne kopije ovog priručnika, kontaktirajte Missouri Department of Elementary and Secondary Education, Early Childhood Section na 1-573-751-2095 ili Parents as Teachers National Center na 1-866-PAT4YOU ili 1-866-728-4968.

Standardi pismenosti (ciljevi) za predškolske godine

Najvažniji dugoročni cilj naše inicijative za ranu pismenost je da se pomogne djeci da uspješno čitaju i pišu. Učenje čitanja i pisanja je jedno od najvažnijih dostignuća u životu. Obezbijediti da sva djeca postignu ovo dostignuće je odgovornost roditelja, zajednice i učitelja.

Dole su navedeni standardi (ciljevi) za pismenost prije kindergartena ("Pre-K") kao što su identifikovani od Odjeljenja za osnovno i srednje obrazovanje Mizurija, odjel za rano djetinjstvo.

- Izražava osjećanja i ideje na različite načine
- Koristi jezik da izrazi ideje, osjećanja, pitanja, ili da riješi probleme
- Sluša u različite svrhe
- Koristi pisanje kao sredstvo izražavanja/komunikacije
- Primjenjuje umijeće ranog čitanja
- Prati zvukove u jeziku

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Standardi (ciljevi) za pismenost prije kindergartena

STANDARD (CILJ):

Izražava osjećanja i ideje na različite načine.

Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Izražava osjećanja i ideje kroz igru pretvaranja ("kao bajag").	Pretvarati se da je vatrogasac, doktor, majka, otac, itd. Saradivati tokom igre sa drugima (npr. djeca rade zajedno da bi sagradili dvorac od blokova). Kreirati teme za igru sa drugima (npr. "Ja ću biti mama, ti si beba i mi idemo u kupovinu"). Pridavati emocije igri pretvaranja. "Ja sam doktor – žao mi je što si bolestan."	Opišite riječima šta je dijete uradilo i naučilo. "Kuhaš li večeru? Šta spremaš?" Koristite prazna pakovanja po kući (igračke, hrana, magazini, itd., kao rekvizite za igru). Dajte djetetu jezički uzorak koji može koristiti. Vaše se dijete pretvara da vozi auto. Vi možete reći, "Hoćeš li nasuti benzin? Vruum! Vruum!"
Predstavi osjećanja i ideje kroz pokret.	Pretvarati se da se kreće, trči, skače, puže, poskakuje, kliže se itd., kao slon, avion, plesač, ptica, itd. Izraziti njegova/njena osjećanja kroz pokret (npr. skače od uzbuđenja ili udara stopalima kada je isfrustrirano).	Kažite svom djetetu "leti kao ptica," ili "hodaj kao slon."

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Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Predstavi osjećanja i ideje kroz muziku.	Reagovati na različite vrste muzike (napr. Marširati na muziku, opustiti se na laganu muziku). Pridružiti se u pjevanju omiljenih pjesama, izgovaranju rima, igara sa prstima, itd. Kreirati muziku i pjesme (napr. promijeni riječi poznate pjesme, pretvara se da svira instrumente).	Ohrabrite svoje dijete da se kreće u ritmu muzike. Zajedno pravite instrumente i kreirajte pjesme. Uključite tihu muziku za opuštanje tokom obroka. Kreirajte svoje vlastite pjesmice uz pljeskanje rukama da bi navijali za vaš omiljeni tim.
Predstavi osjećanja i ideje kroz umjetnost i izgradnju.	Crtati ili bojiti slike i pričati drugima o svojim slikama. Graditi sa blokovima, Lego's, "tinker toys", itd., i reći, "Ja sam napravio(la) dvorac." Odgovoriti kada ga drugi pitaju o nekoj građnji ili crtežu. Priručnik za roditelje	Kažite svom djetetu, "Ispričaj mi o ovoj slici." Obilježite stvari na crtežima vašeg djeteta. Napravite blokove od praznih kutija u kući. Gradite/kreirajte sa vašim djetetom i podstičite ga da opiše svoje kreacije.

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STANDARD (CILJ):

Koristi jezik da saopšti ideje, osjećanja, pitanja, ili da riješi probleme.

Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Komunicira jezikom koji se govori kod kuće i ostali ga razumiju.	Koristiti engleski, španski, jezik znakova, ili bilo koji drugi maternji jezik u razne svrhe. Izraziti jezikom lične potrebe, sklonosti, i osjećanja.	Sačuvajte vaš jezik kojim govorite kod kuće ali sarađujte sa školom svoga djeteta da bi mu pomogli da stekne neophodno znanje za učešće u zajedničkom obrazovanju u školi. Veličajte različitost vašeg djeteta i koristite je kao bogatstvo za svu djecu. Podijelite knjige/priče koje odražavaju vaše kao i ostala kulturna naslijeđa. Vašem dvojezičnom djetetu bi mogle koristiti priče na obadva jezika.
Koristi jezik za pretvaranje ili kreiranje.	Pretvarati se riječima ili djelovanjem da je lik iz priče ili sa televizije. Izmisliti rime ili pjesme. Pričati prave ili izmišljene priče.	Izmislite smiješne riječi, priče, i igre koje uključuju rimovanje. Koristite pjesmice u svakodnevnim aktivnostima (spremanje igračaka, pranje ruku, itd.). Potičite svoje dijete da glumi likove iz priče riječima. Podijelite priče iz porodičnog naslijeđa, i narodne priče. To pomaže djeci da shvate da neke priče potiču od pravih ljudi i opisuju stvarne događaje. Pripremite rekvizite za korištenje tokom pričanja priča (lutke od čarapa, plišane životinje, itd.). Učestvujte na organizovanim sastancima pričanja priča u biblioteci. Zajednički pravite knjige. Uvrstite i ime djeteta kao autora i ilustratora.

Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Povede razgovor i prikladno odgovori u razgovorima i diskusijama sa odraslima i djecom.	Postavljati i odgovarati na pitanja u cilju informisanja ili rješavanja problema. Odgovoriti na to kako se drugi osjećaju i izraziti zabrinutost. Podijeliti informacije i dati upute, posebno tokom igre. Uključiti se u naizmjenični razgovor. Postaviti pitanja zašto, šta, kad i gdje.	Obezbijedite svom djetetu mogućnosti da vas obavijesti o svojim opažanjima, kazuje priče, crta slike, postavlja pitanja i izrazi zabrinutost.
Koristi kompletne rečenice različitih dužina.	Koristiti opisni jezik (npr. navesti boje, veličine oblike).	Proširite rečenicu svog djeteta. (npr. ako vaše dijete kaže, "Ovo je kamion." Vi možete reći, "Da, to je veliki, plavi kamion."

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STANDARD (CILJ):

Sluša u različite svrhe.

Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Da prati jednostavne upute.	Pratiti upute iz 2 dijela, "Molim te skloni svoje cipele i idi do vrata." "Molim te pokupi svoje igračke, operi zube i obuci zelenu majicu."	Igrajte se igara koje uključuju konkretne (specifične) upute kao što su "Pretvori se, pretvori se u ....." Kuhajte zajedno. Zapišite recepte koristeći riječi i slike. Napišite tabelu zadataka (npr. pranje zuba, sklanjanje igračaka) koja sadrži riječi i slike.
Pomno sluša čitanje knjiga i priča.	Reagovati na priče i knjige grimasama ili gestovima (smiješenje, smijanje, itd.) Reagovati verbalno na priču ili tekst.	Učinite čitanje ugodnim doživljajem za vašu porodicu. Pokažite uzbuđenje i interes za "čitanje" vašeg djeteta. Ne zaboravite da date komentar na njegove prikladne gestove i da pitate svoje dijete zašto mu se sviđa ta priča. Kad "čitate" priče zajedno, pričate sa svojim djetetom o tome šta ono "čita." Razgovarajte o likovima, mjestima i događajima. Pitajte svoje dijete koja je njegova omiljena osoba, životinja ili dio knjige.
Sluša i uključi se u razgovor sa drugima.	Prikladno reagovati na riječi druge osobe u razmjeni ideja, komentara ili pitanja.	Razgovarajte sa svojim djetetom za vrijeme obroka i u drugo vrijeme kada ste zajedno.

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Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Odgovori na pitanja.	Odgovoriti na jednostavna pitanja (npr. "šta bi ti uradio(la) da padneš s bicikla i povrijediš koljeno?")	Svakodnevno tražite od svog djeteta da odgovori na jednostavna pitanja (npr. "šta si ti radio(la) danas?") Postavljajte pitanja o pričama koje čitate zajedno. "Zašto je taj mali dječak dao svom prijatelju svoju najdražu loptu?" Postavljajte pitanja koja će povezati porodični izlet sa događajem u priči. "Sjećaš li se kad smo mi išli na izlet?"

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STANDARD (CILJ):

Koristi pisanje kao sredstvo izražavanja /komunikacije.

Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podstlcati svoje dijete . . .
Eksperimentiše sa priborom i materijalom za pisanje.	Pokazivati početnu kontrolu pisanja, crtanja, i umjetničkog pribora (npr. koristi kist, olovku, ili marker funkcionalnim zahvatom; koristi suhe izbrisive markere ili kredu na tabli; koristi pribor za plastelin.	Obezbijedite material koji će podstaci vaše dijete da piše i crta. Po kući ostavljajte specijalne poruke za svoje dijete. ("Dobro jutro; Volim te; Izvini; želim ti divan dan.") On(a) će se možda pretvarati da vam "piše" odgovor. Obezbijedite posebno mjesto za pribor i materijal za crtanje/pisanje. Podstičite dijete da napravi čestitke za rođendan i nacrta slike, itd.
Ispisuje i crta škrabotine, oblike, slike, i slova.	Naškrabati simbole koji liče na slova i napisati neka slova. Nešto napisati i onda tražiti od nekog drugog da pročita. Pokušati da piše u razne svrhe (npr. spiskove, poruke, priče). Napisati kao deo igre (npr. dijete može reci "Ovo je moj spisak za kupovinu".)	Pokažite djetetu kako vi koristite zabilješke i spiskove za nabavku hrane. Dajte svom djetetu da napravi spisak za nabavku ili "stvari koje treba uraditi". Onda mu vi pročitajte spisak. Izložite pismene radove svog djeteta.

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Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Ispriča drugima o namjeravanom značenju crteža i pisanja.	Koristiti pisanje da izrazi ideje i informacije. Reći prijatelju, tokom igre pretvaranja, "Dajem ti kaznu, prebrzo ideš." Koristiti simbole ili crteže da se izraze misli, osjećanja i ideje. Vaše dijete može crtati ili "pisati" o nekom doživljaju.	Ustanovite posebno vrijeme svakog dana da vaše dijete pokaže svoje crteže/pisanje porodici. Podstičite dijete da piše ili crta o svom odlasku u zoološki vrt ili park.
Koristite razne resurse da bi omogućili pisanje.	Tražiti napismeno pomoć od drugih. Pokušati da kopira slova ili riječi iz okoline (npr. kutije cerealija, imena, javne znakove, logo znakove, knjige itd.	Razgledajte magazine i pišite novi tekst za fotografije. Ohrabrite svoje dijete da piše u neku svrhu. "Danas, ja trebam napisati pismo djedu. Da li bi i ti htio napisati pismo?" Koristite tablu za porodične poruke ili magnetna slova na frižideru da bi vaše dijete moglo sastavljati riječi dok se sprema užina ili obrok. Predstavite djetetu razne vrste štampanih papira (kao što je notes, poslovni i drugi kalendari, satovi, potvrde, novine, telefonski imenici, itd.)

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STANDARD (CILJ):

Primjenjuje umijeće ranog čitanja.

Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Pokazuje interesovanje za čitanje i za knjige.	Prepoznati i često tražiti svoju omiljenu knjigu(e). Izabrati da "čita" ili razgleda knjige. Reagovati na slike u knjigama i govoriti o njima.	Ohrabrite svoje dijete u njegovim pokušajima da čita. Slušajte njegove priče. Vodite razgovor kada čitate da povežete knjigu sa iskustvima u životu vašeg djeteta. Čitajte knjige koje su lako prepoznatljive ili imaju lako predvidljiv tekst kao što su "Pošla Maša u šumu", "Pačija škola"; napravite pauzu tokom čitanja i pozovite vašem djetetu da ubaci riječi koje se ponavljaju. Ponudite razne knjige, posebno one bez riječi (slikovnice) da bi podstakli vaše dijete da izmisli svoje priče sa slikama. Često vodite svoje dijete u biblioteku. Posjetite knjižare, posebno tokom vremena pričanja priča. Otvorite ili unaprijedite kućnu "biblioteku." Odredite policu ili ormar za knjige vašeg djeteta.

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Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Pokaže vještinu rukovanja knjigom.	Držati knjigu uspravno i okretati stranice knjige, od početka prema kraju. Početi da pregleda knjige od vrha prema dnu i s lijeva na desno.	Dopustite vašem djetetu da pridržava knjigu i okreće stranice. Istražujte sa svojim djetetom kako knjiga funkcioniše. Razgovarajte o naslovnoj stranici knjige, naglas čitajte imena autora i ilustratora, predstavite likove i ispričajte nešto o priči. (npr. možete početi time što ćete reći, "pogledaj šta je na naslovnoj stranici ove knjige")
Da se pretvara da čita lagane ili predvidljive knjige ili da pokušava zajedno čitati tokom njegovog omiljenog dijela priče.	Pridružiti se sa predvidljivim frazama (npr. "Trči, trči što brže možeš. Ne možeš me uhvatiti. Ja sam čovjek od medenjaka Gingerbread Man.") Koristiti slike i/ili okruženje da bi razumio značenje. Može "čitati" početne knjige, knjige bez teksta, poznate knjige sa rimama, i/ili predvidljive knjige prepričavanjem priče po sjećanju i/ili signalima sa slika.	Pridružite se sa predvidljivim frazama (npr. "Medo, medo, vidim ja tebe.", "Ogledalce, ogledalce moje - kaži mi najljepši na svijetu ko je?") Čitajte predvidljive knjige sa slikama koje često ponavljaju riječi u priči. Nanovo čitajte priče i predvidljive knjige. Kada se dijete upozna sa knjigom, on/ona će se pretvarati da čita, ili glumiti. Obezbijedite odjeću i opremu.
Reaguje na tekst.	Identifikuje poznate objekte na ilustracijama. Govori o tekstu ili izražava osjećanja vezano za tekst. Predvida šta će se dogoditi i možda koristi slike kao vodič. (npr., "Kladim se da će pasti.") Koristiti glas junaka iz priče i "čita" tekst kao što je "Ja sam zli stari trol."	Postavljajte pitanja, prikladno reagujte kada vaše dijete govori o pričama. Pokažite zainteresovanost i uzbuđenje. Obezbijedite knjige u kojima će vaše dijete otvarati preklopnice, gledati kroz izrezane otvore itd. Kada čitate predvidljive knjige, pitajte svoje dijete šta misli da će se sljedeće dogoditi. Dok čitate, pravite grimase i mijenjajte glas da bi oživili junaka iz priče. Pomozite svom djetetu sa informacijama koje nedostaju u priči ili ga zbunjuju.

Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
"Čita" tekst i simbole iz okruženja.	Prepoznavati znakove restorana brze hrane i prodavnica (npr. McDonald's, K-Mart). Prepoznavati znakove proizvoda (npr. Cheerios, Barbie, Lego's). Prepoznavati znakove u svom okruženju (npr. STOP, MEN, WOMEN, EXIT, itd.).	Tražite od svog djeteta da pronađe slova abecede na konzervama/kutijama od hrane, namirnicama, i ostalim predmetima u domaćinstvu. Pokažite na tekst u vašoj okolini kada se vozite prema školi ili na izlet. Napravite knjigu od kutije za cerealije. Izrežite reklamu teksta koje dijete prepoznaje i zajedno napravite knjigu. Dozvolite djetetu da vam pomogne da složite namirnice i ohrabrujte ga da čita etikete, vrhove kutija, i pakete dok ih slažanja.
Identifikuje neka slova abecede.	Identifikovati neka slova u svom imenu. Može identifikovati neka slova i ostale lično važne stvari (npr. "c" kao "cookie", "d" for "dog", "m" kao "mom".)	Napravite knjigu abecede ili svaštaru sa slovima. Napravite poster sa slovima i okačite ga na zid u sobi vašeg djeteta. Koristite magnetna slova za igru sortiranja. Zajedno pronađite slova sa krivuljama. Nađite slova sa ravnim linijama. Napravite slova od tijesta, ispecite i pojedite ukusna slova. Prikažite upotrebu teksta u okruženju. "Dana, Cheerios su moje omiljene cerealije. Imaju veliko "C" i u obliku su kruga."

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Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Shvati da tekst predstavlja izgovarane riječi.	Prepoznati svoje ime kad je napisano. Znati da etiketa "stolica" na stolici znači, "stolica." Pratiti riječi na stranici knjige i "čitati" priču. Shvatati da je slovo različito od riječi.	Koristite ime svoga djeteta u pričı i aktivnostima. Štampajte slova iz imena djeteta na papiru i izgovarajte svako slovo dok ga ispisujete. "D...A...N...A." Stavite slova vašeg imena i imena vašeg djeteta na vrata frižidera. Pokazujte tekst dok ga naglas čitate. Pratite tekst svojim prstima dok čitate s lijeva na desno.
Razvija osjećaj za priču.	Ispričati priču sa slika. Prepoznati varijacije u prepričavanju priča. Predvidjeti ishod priče. "Čitati i ponovo čitati" priče. Ispričati priče sa početkom, sredinom, i završetkom. Diktirati priče da ih drugi mogu zapisati. Ispričati priče zasnovane na ličnim doživljajima, mašti, snovima, i/ili priče iz knjiga. Sjećati se informacija o okolini, junacima i događajima iz priče.	Podstičite svoje dijete da prepovijeda doživljaje i opisuje događaje. Pitajte: "A šta se onda dogodilo?" da bi podstakli priču. Sačinite dnevnik "priče" koji uključuje opis omiljenih izleta. Ilustrujte ga fotografijama i crtežima. Dozvolite svom djetetu da vam diktira priču i da je kasnije "ilustruje." Dajte komentar: "Stvarno mi se svida kako je tvoja priča počela.. Stvarno mi se svida završetak tvoje priče... Lijepo je što je dječak pronašao svog izgubljenog psa." Omogućite svom djetetu da podijeli sa vama svoje dnevne aktivnosti tokom večere.

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STANDARD (CILJ):

Prati zvukove u jeziku.

Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Ponavlja rime, jednostavne pjesmice, poeme i igre sa prstima.	Govori ili pjeva dječje rime kao što je "Pliva patka preko Save, nosi pismo na vrh glave...", "diha, diha, četiri noge...". Pjeva jednostavne pjesmice kao što je "Tašun, tašun tanana...", "En, ten, tini...". Izgovara poeme i igre prstima kao što je "Ringe, ringe, raja, puna korpa jaja...", "Ide bubamara, ne može da spava...".	Pjevajte dječje rime, jednostavne pjesmice ili omiljenu poemu sa svojim djetetom. Omogućite mu da izmisli ritam, pjesmu, ili melodiju i snimite je. Održite recital poslije večere za porodicu. Nauči te ga rime, pjesme o imenu vašeg djeteta, kućnog ljubimca, itd.
Učestvuje u igrama riječi.	Pljeskati na slogove riječi (npr. plješće na ime i ritam.) Kreira riječi zamjenom jednog zvuka drugim (npr. "Ja volim da jedem... jabuke i banane, tabuka i tanane.") Učestvuje u igrama rimovanja (npr. idite u potragu za "skrivenim blagom" i pronađite nešto što se rimuje sa predmetom koji ste pronašli: torba - čorba).	Igrajte igre rime. Neka vaše dijete kaže riječ a vi dajte riječ koja se rimuje (npr. dijete – dog," roditelj "hog." Izabente priče sa frazama koje se ponavljaju. Igrajte igre "pljeskanja" sa imenom vašeg djeteta i imenima njegovih prijatelja. Objasnite da su neka imena kratka i treba pljesnuti jednom ("Bob") a neka su duga i treba pleskati više puta ("Jen-ni-fer"). Izmislite smješne blesave riječi (nose, dose, rose, yose).

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Tražite od svog djeteta da . . .	Vaše dijete već može . . .	Možete podsticati svoje dijete . . .
Razlikuje neke zvukove u riječima.	Pratiti knjige koje su koncentrisane na specifične zvukove (npr. Maše osa Siniš sa nosa, Čik vorče).	Predstavite mu knjige, kasete i kompjuterske programe. Ovi predmeti će omogućiti vašem djetetu da čuje priče, zajednički čita, sklapa rime, itd.
	Shvatati razliku između riječi koje zvuče slično (npr. "nos i bos", "kost i most").	Igrajte se "Na slovo". . ."Ja vidim nešto na slovo T kao Tanja i rimuje se sa krava (trava)."
	Eksperimentiše sa jezičkim zvukovima (kao sssssunce, zvrrrrrrrrrr, psssss).	
	Pratiti početne zvukove u poznatim riječima (npr. "ova riječ počinje kao moje ime: S...Samir, s...stolica.").	
	Igrati se sa zvukovima koji se ponavljaju (npr. En, ten, tini..., Ovako se ruke miju, ovako, ovako...)	

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Uputstva za čitanje za roditelje

Uključite aktivnosti vezane za čitanje na listu svakodnevnih stvari koje vaša porodica treba obaviti.

- Tražite jeftine knjige na buvljim pijacama, garažnim rasprodajama, knjižarama koje prodaju korištene knjige, i tezgama sa rasprodajama u knjižarama. Kontaktirajte svoj lokalni "Parents as Teachers Program" ili program porodičnog opismenjavanja za dodatne izvore za nabavku knjiga.
- često posjećujte biblioteku – tamo vas čekaju pričanje priča i specijalne aktivnosti roditelja sa djecom. Tražite knjige sa svojim djetetom u biblioteci, a pitajte i prijatelje, komšije i učitelje da sa vama podijele imena svojih omiljenih knjiga.
- Pomozite svom djetetu da razvije osjećaj za jezik u svom razumijevanju svijeta (obezbijedite knjige koje su napisali ljudi raznih nacionalnosti ili pišu o ljudima koji su raznih nacionalnosti).
- Izaberite knjige koje su prikladne uzrastu i stepenu razvoja vašeg djeteta koje predstavljaju njegovu kulturu, etničku grupu, porodicu, i specijalna interesovanja (auti, svemir, itd.). Takođe postoje i knjige koje pomažu u prilagođavanju promjenama (selidba u novu kuću, odlazak u novu školu, itd.).
- Rezervišite specijalno vrijeme tokom dana za čitanje svom djetetu. čitajte barem 20 minuta svakoga dana i provedite vrijeme razgovarajući o priči, slikama, i riječima. Ako imate više od jednog djeteta, pokušajte da provedete neko vrijeme čitajući svakom djetetu posebno, naročito ako je starosna razlika veća od dvije godine. Izaberite specijalno "porodično vrijeme za čitanje." Imajte na raspolaganju vaš materijal za čitanje i omogućite vašem djetetu (djeci) da izaberu nešto za čitanje. Opustite se i uživajte dok čitate ono što ste sami izabrali. "Porodično čitanje" pokazuje vašem djetetu da vi cijenite čitanje. Budite uzor svome djetetu. Djeca uče od onih koji ih okružuju. Entuzijastično čitajte i pišite.
- Proširite rječnik svog djeteta. Razgovarajte sa djetetom tokom obroka, kupanja, i u bilo koje drugo posebno vrijeme koje provodite zajedno. Djeca uče riječi kada se često izgovaraju. Predstavljajte nove interesantne riječi svaki dan. Objasnite značenje novih riječi, naročito onih riječi koje su važne za razumijevanje knjige.
- Upoznajte jedinstvene mogućnosti vašeg djeteta i njegove/njene individualne potrebe.
- Izložite svoje dijete raznim iskustvima – putovanjima u biblioteku, muzej, zoološki vrt, knjižare, igrama, šetnjama po parku, ili posjetama prijateljima i rođacima. U ove avanture uključite puno komentara, pitanja i odgovora. Zabilježite putovanje i dodajte fotografije.
- Budite najbolji advokat svoga djeteta. Doznajte šta predškolski učitelj podučava vaše dijete. Pitajte o aktivnostima rane pismenosti u njegovoj učionici.
- Postarajte se da vaše dijete ima pristup redovnoj i trajnoj zdravstvenoj njezi. Hronične, neliječene infekcije srednjeg uha mogu dovesti do zaostajanja u razvoju jezika, što može odložiti učenje čitanja.
- Televizija može biti odličan alat za opismenjavanje, takođe. Ključ je ograničiti šta se gleda, odvojiti vrijeme za zajedničko gledanje, razgovarati o tome šta se gleda, i podsticati na dalje čitanje. Postoje neki segmenti na televiziji koji takođe imaju težište na pismenosti. Mnogi stručnjaci predlažu da djeca ne gledaju više od 10 sati televizije svake sedmice. **Napomena**: Televizijski programi sa titlovanim tekstom mogu biti od koristi djeci koja su gluha, slabo čuju, koja uče engleski jezik kao drugi jezik, ili imaju teškoća u čitanju.

Veze opismenjavanja za roditelje

Za više informacija o čitanju sa vašim djetetom:

Hart, B. & Risley, T. (1995). "Meaningful Differences in the Everyday Experiences of Young American Children." Baltimore: Paul H. Brookes Publishing Co.

Neuman, Susan B.; Copple, Carol; & Bredekamp, Sue; 2000. "Learning to Read and Write." Washington D.C. National Association for the Education of Young Children.

Trelease, Jim (1995). The Read-Aloud Handbook. Penguin

Center for the Improvement of Early Reading (CIERA) – www.ciera.org

Federal Even Start Family Literacy – www.ed.gov

HIPPY – www.hippyusa.org

International Reading Association – www. nifl.gov

LIFT-Missouri (Literacy Investment for Tomorrow) – www.lift-missouri.org

Missouri Department of Elementary and Secondary Education – www.dese.state.mo.us

Missouri Head Start Collaboration Office – www.moheadstart.org

National Center for Family Literacy – www.famlit.org

National Center for Learning Disabilities – www.ncld.org

National Institute for Literacy – www.nifl.gov

Parents as Teachers National Center – www.patnc.org

PBS – www.pbs.org

National Research Council (Preventing Reading Difficulties in Young Children) – www.nas.edu or www.4nationalacademies.org

National Research Council (Starting Out Right: A Guide to Promoting Children's Reading Success) – www.nas.edu or www.4nationalacademies.org

ParentLink – outreach.Missouri.edu/parentlink

Practical Parenting Partnerships – www.pppct.org

Reading is Fundamental – www.rif.org

U.S. Department of Education – America Reads Program – www.ed.gov

Resursi za djecu

Knjige abecede Dr. Seuss's ABC ; Chicka, Chicka, Boom, Boom – Bill Martin *and* John Archambault; The Handmade Alphabet – Laura Rankin; Potluck – Anne Shelby.

Knjige za pred spavanje Bayou Lullaby – Kathi Appelt; Barnyard Lullaby – Frank Asch; The Night Kiss – Jim Aylesworth; Good Night Moon – Margaret Brown; Hush! A Thai Lullaby – Minfong Ho; Sleep Rhymes Around the World – Jane Yolen.

Kompjuterski programi Living Books: Interactive Animated Stories (each program comes with a matching book.) Just Grandma and Me , The Cat and the Hat, Arthur's Birthday , Dr. Suess's ABC. Mogu uključivati verzije na španskom, francuskom i njemačkom. Ostali kompjuterski programi. – Bailey's House, Let's Go Read an Island Adventure.

Konceptualne knjige Count on Your Fingers African Style – Claudia Zaslavsky; Five Little Monkeys Jumping on the Bed – Eileen Christelow; Animal Babies – Eve Spencer; Mojo Means One: Swahili – Muriel Feelings; Bicycle Race – Donald Crews; Ten, Nine, Eight – Molly Bang; We Read A to Z – Donald Crews; Anno's Counting Book – Mitsumasa Anno; Red, Blue, Yellow Shoe – Hoban; Feelings – Aliki; The Shape of Things – Dayle Ann Dodds; Today I Feel Silly and Other Moods That Make My Day – Jamie Lee Curtis; The Z That Was Zapped – Chris Van Allsburg; ABC Pop! – Rachel Isadora; Counting Kids – Kim Golding; One, Two, Three, Oops! – Michael Coleman; Mouse Count – Ellen Stoll Walsh.

Porodične proslave Honey, I Love and Other Love Poems – Eloise Greenfield; Tar Beach – Faith Ringgold; The People Could Fly – Virginia Hamilton; Sweet Potato Pie – Anne Rockwell.

Višejezični Alphabet Times Four – Ruth Brown; Family Pictures – Carmen Lomas Garza; Seya's Song – Ron Hirschi; In the Park –Huy Voun Lee; Dumpling Soup – Kim Jama Rattigan; Carlos and the Squash Plant – Jan Romeros Stevens.

Knjige bez riječi Ne sadrže riječi, priča je ispričana samo slikama poredanim po hronološkom redu. Do You Want to be My Friend? – Eric Carle; Pancakes for Breakfast – dePaola; A Boy, a Dog and a Frog – Mayer Mercer; School – Emily McCully; Deep in the Forest – Brinton Turkle; Rosie's Walk – Pat Hutchins; Moonlight – Jan Ormerod; A Birthday Wish – Ed Embetley; Ah-Choo! – Mercer Mayer.

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Slikovnice Alexander and the Terrible, Horrible, No Good, Very Bad Day – Judith Viorst; The Very Hungry Caterpillar – Eric Carle; What's Under My Bed? – James Stevenson; Where the Wild Things Are – Maurice Sendak; Thomas Snowsuit – Robert Munsch; Snuffy – Dick Bruna; No Jumping on the Bed – Tedd Arnold; Madeline – Ludwig Bemelmans; If You Give a Mouse a Cookie – Laura Numeroff; The Giving Tree – Shel Silverstein; A House is a House for Me – Mary Ann Hoberman; The Snowy Day – Ezra Jack Keats; A Chair for My Mother –Vera B. Williams; A Ride on Mother's Back – Emery & Durga Bernhard; Kinda Blue – Ann Grifalconi; The Mitten – Jan Brett; Carlos and the Squash Plant (Carlos y la planta de calabaza) – Jan Romero Stevens; The Story of Ruby Bridges – Robert Coles.

Poezija/Rime Shake It to the One That You Love the Best: Play Songs and Lullabies from Black Musical Traditions – Cheryl Warren; 10 Little Fingers & Other Play Rhymes & Action Songs from Latin America – Jose Luis Orozco; Read-Aloud Rhymes for the Very Young – Jack Prelutsky; Five Little Monkeys Jumping on the Bed – Eileen Christelow; All Night, All Day: A Child's First Book of African -American Spirituals – Ashley Bryan; Brown Bear, Brown Bear, What Do You See? – Bill Martin Jr.; Hey Diddle Diddle – Marilyn Janovitz; Hickory Dickory Dock and Other Nursery Rhymes – Carl Jones; The Sky Is Not so Far Away – Margaret Hillert; Peanut Butter and Jelly: A Play Rhyme – Nadine Westcott.

Predvidljive knjige Sadrže uzorke riječi ili rečenica koje se ponavljaju dovoljno često da djeca mogu predvidjeti njihovo pojavljivanje. Brown Bear, Brown Bear, What Do You See? – Bill Martin Jr.; Are You My Mother? – P.D. Eastman; Do You Want to be My Friend? – Eric Carle; Fat Mouse – Harry Stevens; Goodnight Moon – Margaret Wise Brown; It Looked Like Spilt Milk – Charles Shaw; The Little Old Lady Who Was Not Afraid of Anything – Linda Williams; Where's Spot – Eric Hill; Tikki Tikki Tembo – Arlene Mosel; The Wheels on the Bus – Maryann Kovalski; Whose Footprints? – Molly Coxe.

Stvarni događaji/Zabavne knjige Roll of Thunder, Hear My Cry – Mildred Taylor; We Are Having a Baby – Vicki Holland; Peter's Chair – Ezra Jack Keats; Moving Day – Tobi Tobias; The Three Billy Goats Gruff – Arnold Lobel; Nathaniel Willy Scared Silly – Judith Mattews; The Teeny Tiny Woman – Paul Galdone; When Sophie Gets Angry – Really, Really Angry – Molly Bang; Guess How Much I Love You? – Sam McBratney; Flossie and the Fox – Patricia McKissack; Pig in the Mud in the Middle of the Rud – Lynn Plourde; Picky Mrs. Pickle – Christine Schneider; Caps for Sale – Esphyr Slobodkin; Oonga Boonga – Frieda Wishinsky; Shake My Sillies Out – Raffi; There Was an Old Lady Who Swallowed a Fly – Simms Taback; Badger's Parting Gifts – Susan Varley; I Have a Loose Tooth – Sally Noll; Just Like Me – Barbara Neasi.

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Poredtoga:

Resursi

- AMERICA READS CHALLENGE: Read•Write•Now Partners Group (1998). Checkpoints for progress in reading and writing for families and Communities. U.S. Department of Education, Washington, D.C.

- Burns, M. Susan; Griffin, Peg; Snow, C.E. (Eds.) 1999. "Starting out right: Guide to Promoting Children's Reading Success." National Academy Press, Washington, DC.

- National Institute for Literacy (NIFL), the Center for the Improvement of Early Reading Achievement (CIERA) and U.S. Department of Education (2001). Put reading first. National Institute for Literacy at ED Pubs, Jessup, Maryland.

- Neuman, Susan B.; Copple, C.; & Bredekamp, S.; 2000. "Learning to Read and Write." Washington D.C. National Association for the Education of Young Children.

- Trelease, Jim (1985). The Read-Aloud Handbook. Penguin Books. New York, New York.

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